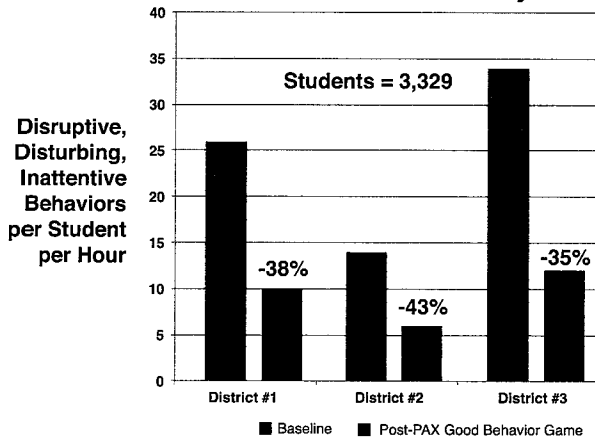


Changes In Observed Student Behaviors Within 90 Days



**Concluding Report:
Implementation of the PAX Good Behavior Game in New Mexico
March-June 2016**

Prepared by Coop Consulting, Inc.
July 11, 2016

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Executive Summary

The Behavioral Health Services Department (BHSD) provided funding in March of 2016 to launch the PAX Good Behavior Game (PAX) in elementary classrooms in New Mexico during the spring of 2016. The goal was to improve academic success while simultaneously fostering self-regulation that has been proven to protect children from mental, emotional and behavioral challenges throughout life. There was a caveat: The trainings had to be conducted by April 1st so that teachers would have six weeks to implement PAX in their classrooms and collect data to inform future rollouts regarding the viability of short-term impacts. The developer, PAXIS Institute (PAXIS), and program managers Coop Consulting (Coop), were contracted to collaboratively provide trainings and foster implementation.

Three communities embraced the opportunity to bring PAX to their school communities – Bloomfield, Espanola and Santa Fe. The rollouts looked different in each community. Bloomfield's took place in 10 classrooms in a single school, where the principal mandated participation and incentivized teachers with a stipend. Espanola's spanned 73 classrooms in 12 schools, led by the superintendent's mandate that all K-3 teachers be trained and further encouragement to fully implement PAX by making "mini-grants" available to support PAX in each classroom. Santa Fe's was comprised of 89 classrooms in 20 schools, buoyed by advocates in the Office of Student Wellness and incentivized by stipends. The trainings were offered on-site in each community and the format was tailored to maximize accessibility and to honor the culture of each district. For example, trainings were offered in a 14-hour format during school hours and teachers were granted release time in Espanola. The trainings were offered in 9-hour format during non-school hours (on an evening and weekend day) in Bloomfield and Santa Fe. Data was collected in the form of Spleem Counts and Strength & Difficulty Questionnaires (SDQs). Spleem Counts provide indications about the classroom environment. Spleems are disruptive behaviors that are identified and counted discretely. The SDQs provide indications about various aspects of the mental health of individual students. Spleem Counts provide immediate feedback – where SDQs are longer term. While rollout strategies and incentives varied, the results did not. Across all thirty-three (33) schools and one-hundred seventy-two (172) classrooms, the data as well as the testimonials from the teachers and students extolled positive effects. In general, a decline of approximately 40% was seen in Spleem Counts, students loved the game, and a chorus of teachers spoke to changes in their classrooms that were characterized by more focused learning, ease, and collaboration. To foster sustainability, PAX Partners were identified in each district. Five (5) PAX Partners traveled to Oregon to participate in a two-day training. In addition, trainings have been scheduled for principals in Espanola and Santa Fe shortly after school begins in September of 2016. Tremendous credit goes to the teachers, administrators and champions that made the Spring 2016 implementation of PAX the success it was. The objective of the rapid test trial was met.

Implementation Background and Constraints

Funding

The Behavioral Health Services Division of New Mexico's Human Service Department funded the implementation of PAX Good Behavior Game (GBG) for the 2016 and 2017 State Fiscal Years. The Office of Substance Abuse Prevention (OSAP), designated to direct the project, contracted during the winter of 2015 with PAXIS, Inc. of Tucson, Arizona, the lead research organization developing PAX GBG, and with Coop Consulting, Inc. of Santa Fe, New Mexico, a small consulting firm familiar with New Mexico system development and experienced in training and in implementing statewide efforts in prevention. Once contracts were in place, New Mexico's Human Services Department determined the scale of a projected shortfall in the state's budget. The immensity of the projected shortfall led to numerous budget cuts throughout the Department. One of the consequences was the cancellation of the second year of the contracts for the two-year project rollout. OSAP left the first funding year in place for a pilot launch of PAX -- to demonstrate the efficacy of PAX for New Mexico and to leverage future funding. The previous statewide implementation design was scrapped and replaced with an opportunistic rollout approach that would occur in the shortest time possible, maximizing the available time of exposure of students to the PAX model in part of a single school semester.

Timing

OSAP provided the pilot funding to implement PAX in the most effective manner possible by June 30, 2016. Once recruitment of willing districts and training of teachers occurred, there were approximately six (6) weeks to implement PAX in classrooms before the end of the 2016 school year. Necessary assumptions included that teachers would provide pre and post data - and that an interval of six weeks was sufficient to demonstrate that PAX made a difference for both students and teachers.

Logistics

Coop Consulting (Coop) and PAXIS Institute (PAXIS) were contracted simultaneously to implement the PAX Good Behavior Game during the Spring 2016 in the state of New Mexico. PAXIS - developer of the PAX Good Behavior Game - provided training materials, delivered trainings, and conducted advanced data analysis about the impact on student's emotional resiliency and other measures. Coop developed the strategy for enlisting districts and schools, built relationships with the school district leaders, conducted planning and information meetings, issued invitations, hosted the trainings, collected all data, and conducted basic data analysis of Spleem Counts.

To someone unfamiliar with the particular culture of public schools, implementation seems simple enough: Bring the teachers together for training, give them the materials, and ask them to deliver the content to their students. In reality, however, public schools are complex, bureaucratic institutions with deeply embedded cultural norms that can create great resistance to change. Teachers themselves, the key to effective delivery of any program, can be wary of new programs like PAX, as such

programs are often embraced suddenly, without their input, by administrators who come and go, and whom the teachers may or may not trust.

Coop worked with each school district to develop a training and delivery model that was most appropriate for that particular culture.

- Espanola Public Schools (EPS): In the case of Espanola, PAX was implemented from the “top down” via a mandate from then Superintendent, Dr. Bobbie Gutierrez. All EPS teachers in grades K-3 were required to participate in training and encouraged to implement the program. The trainings were conducted on school days and the district used its own funds to pay for substitutes. To encourage implementation of PAX, teachers can apply for “mini-grants” of \$500 to support PAX in their classrooms. The uses are broadly defined. A teacher may use the grant to pay for a substitute and travel expenses for an overnight trip to Farmington to observe PAX there where it has been utilized school wide for nearly six years. Or, a teacher may choose to purchase books or other materials that are in the spirit of PAX. Appendix 6 shows the three-page mini-grant application.
- Santa Fe Public School (SFPS): In the case of Santa Fe, the Office of Student Wellness embraced PAX and moved forward to offer trainings before attaining full endorsement from the district leadership, using what might be deemed a “better to apologize than ask permission” approach. Specifically, Shelley Mann-Lev, SFPS Prevention Coordinator and the Director of the Santa Fe Prevention Alliance, and Christine Eisenberg, then Director of Student Support Services took the initiative to advocate for teachers to have the opportunity to participate in a PAX training and see if they wanted to implement it in their classrooms. District policies limit release time and professional development, so the training was offered out of school time, on a Friday evening and Saturday. Teachers were incentivized with a \$200 stipend, which they received via check from Coop upon successful completion of the two-day training and completion of pre-implementation data (in the form of Strength & Difficulty Questionnaires which will be discussed later). The model of monetary incentive for participation continued throughout the program, as teachers who completed post-implementation program data received a second stipend for \$200, also administered by Coop. SFPS Administrators were invited to participate in the training – in whole or in part. A few principals accepted the invitation. Principals were brought into the program on May 5th through a meeting of all principals, at which Ms. Eisenberg and Coop made a 45-minute presentation.
- Bloomfield Public Schools (BPS): In the case of Bloomfield, there was a single principal, Sharon Jensen, of the Naabi Ani Elementary School, who embraced PAX. Ms. Jensen learned about PAX through one of her colleagues and PAXIS built the relationship with Ms. Jensen. Teachers in BPS were mandated to participate in the training, which was held on a Friday evening and Saturday (April 1st and 2nd). As in SFPS, teachers were incentivized with a \$200 stipend

to participate and to complete pre-implementation data, and received a second stipend of \$200 if they completed post-implementation data. These stipends were administered through Coop Consulting.

Teacher and Administrator Training

Types of Trainings and Support

The PAX implementation in New Mexico included four types of trainings/support systems to ensure teachers had every opportunity to succeed in adopting the program to their particular schools, students and teaching style:

1. **Trainings**, delivered by PAX experts, brought together groups of teachers for an introduction to the program, its benefits, and strategies for implementation. The training format varied from two-day trainings on school days ... to a Friday evening and all day Saturday ... to a single day.
2. Optional **boosters** created opportunities for teachers who have been through the PAX training to ask questions and share their experiences, revelations, frustrations, and impressions—all in the interest of improving their practice in their classrooms.
3. **Demos**, also optional, provided teachers with an opportunity to have PAX Lead International Trainer, Claire Richardson, provide 1 on 1 feedback. Teachers could choose between having Ms. Richardson demonstrate the program in their classroom with his or her students or use the opportunity for engaging their students in a PAX session with Ms. Richardson observing, and helping them hone their skills.
4. A cohort of six (6) individuals from SFPS, EPS and Coop participated in a two-day **PAX Partner Training** session to build local capacity for supporting and strengthening the program.

Details of Trainings

Two-hundred fifty-three (253) Teachers and Administrators from 33 public schools in Bloomfield, Espanola and Santa Fe were trained by expert PAX trainers during this effort. Two-hundred twenty-two (222) of these participants were classroom teachers who could implement the program directly in their classrooms.

In SFPS and EPS, the program reached at least one teacher from every elementary school, while in BPS it was piloted in one of that district's four elementary schools.

SPRING TRAININGS FOR IMPLEMENTATION APRIL/MAY 2016

District	# of Schools participating	% of total elementary schools	# of Teachers Trained	# of Admin & Support	# of Students
Bloomfield	1	25%	10	8	364
Espanola	12	100%	73	2	1,326
Santa Fe	20	100%	89	17	1,639
Totals	33	N/A	172	27	3,329

ADDITIONAL TRAININGS FOR IMPLEMENTATION FALL 2017

District	# of Schools participating	# of Teachers Trained	# of Admin & Support	# of Students
Bloomfield	1	12	0	Unknown
Espanola	8	23	0	Unknown
Santa Fe	10	15	4	Unknown
Totals	19	50	4	Unknown

Appendix 1 details the participants in each district.

PAX was implemented on a short timeline, with trainings arranged with little advance notice. Appendix 2 details schedule of the trainings in each district and the total hours of training by district.

Trainings in Bloomfield

Bloomfield Public Schools (BPS), with 3,023 students (2014-2015, nmped), are comparable to Espanola in size. Here, the Spring PAX Training was offered after school on April 1st, 2016, and all day on Saturday, April 2nd, 2016. There were eighteen (18) participants: ten (10) Teachers and eight (8) Administrators and support staff. All participants came from a single elementary school, Naaba Ani Elementary.

An Additional Training Workshop for BPS was held on Tuesday, May 10th, 2016 (from 8:30am till 3:30pm). There were twelve (12) participants. All Teachers were provided with a \$200 stipend for their participation and Coop provided snacks and a full lunch

At the conclusion of the Trainings on May 10th, Boosters were offered from 3:30-5:30. Eighteen (18) teachers participated. They each received a stipend of \$50. See Appendix 4A.

Appendix 1A shows the Bloomfield participant distribution by role/grade level and Appendix 2A shows the schedule for trainings in BPS.

Trainings in Espanola

Espanola Public Schools (EPS) is a smaller school district, with 3,944 students total (2014-2015, nmped). The Spring Trainings were during school days. Teachers were granted release time for professional development and substitutes were brought in to their classrooms. The substitute corps only allowed for teachers to be trained in groups of 20 or less. Thus, four (4) trainings were held – one for each grade Kindergarten through 3rd Grade.

1. March 16 and 17, 2016: 1st Grade Teachers
2. March 23 and 24, 2016: Kindergarten Teachers
3. March 28 and 29, 2016: 2nd Grade Teachers
4. March 30 and 31, 2016: 3rd Grade Teachers

Overall, seventy-five (75) Teachers and Administrators from EPS participated in the trainings, including seventy-three (73) Teachers and 2 Administrators.

Boosters were offered on April 26th and 27th, 2016, from 3:30-5:30. Six (6) teachers participated and then nine (9) more on the 26th and 27th, respectively, for a total of fifteen (15) teachers. They each received a stipend of \$30. (Note: This rate is less than paid in BPS or SFPS – based on the request from EPS that it be in keeping with their professional development pay scale.) See Appendix 4B.

Demos were offered at school sites during the week of April 25 (in conjunction with demos in Santa Fe) during the school day. These sessions were led by Ms. Richardson. Fifteen (15) teachers chose to participate.

Two (2) EPS employees were in the cohort from New Mexico that traveled to Hillsboro, Oregon for the PAX Partner Training on May 3rd and 4th, 2016. The trainees were Holly Martinez and Vivian Valencia. As in SFPS, these employees will be critical to building the district's capacity to support and expand the program in 2016-2017.

An Additional Training was held on June 15th and 16th, 2016 in conjunction with the EPS Summer Institute. K, 1, 2, and 3 teachers who missed the training in March, as well as all 4th grade teachers were invited to participate. Twenty-three (23) Teachers participated.

Appendix 1B shows Espanola participant distribution by role/grade level and Appendix 2B shows the EPS schedule for trainings.

Trainings in SFPS

With approximately 12,920 students in K-12 and 20 elementary schools, SFPS is the largest district where PAX was launched (www.sfps.info). There are approximately 6,600 students in grades K-5, the target grades for PAX.

The Spring Training Workshop for SFPS was held at the BF Young Professional Development Center on the evening of March 18, 2016 (from 4:15 till 6:15pm) and all day on Saturday, March 19, 2016 (from 8:30am till 3:30pm). Teachers were provided with a \$200 stipend for their participation and Coop provided snacks and a full lunch. One-hundred six (106) Teachers and Administrators participated from every elementary school in the district: Eighty-nine (89) Teachers and seventeen (17) Administrators and support staff.

Boosters were offered in Santa Fe on April 28th and 29th, 2016, from 3:30-5:30pm. Fifty-one (51) teachers chose to participate in this optional support offering. They each received a stipend of \$50. See Appendix 4C.

Demos were offered at school sites on April 28th and 29th, 2016, during the school day, led by Ms. Richardson. Nine (9) teachers chose to participate.

Three (3) SFPS employees were part of a cohort from New Mexico that traveled to Hillsboro, Oregon for PAX Partner Training on May 3rd and 4th, 2016. The Partners were: 1) Trina Raper, Executive Director of Curriculum and Instruction; 2) Vanessa Angel, New Teacher Mentor; and 3) Jocelin Tilton, Autism Specialist. All three are well-positioned to support teachers' use of the PAX program for the remainder of 2015-2016 and will be valuable in building the district's capacity to support and expand the program in 2016-2017.

An Additional Training Workshop for SFPS was held at the BF Young Professional Development Center all day on Saturday, June 11th, 2016 (from 8:30am till 3:30pm). There were nineteen (20) participants. Fifteen (15) were Teachers (mostly from the SFPS Summer School – a few who had previously been waitlisted) and four (4) Administrators. Teachers were provided with a \$200 stipend for their participation and Coop provided snacks and a full lunch.

Appendix 1C shows the Santa Fe participant distribution by role/grade level and Appendix 2C shows the SFPS schedule for trainings.

Classroom Implementation

SPRING - IMPLEMENTATION APRIL/MAY 2016				
District	# of Schools Participating	# of Teachers Trained Spring	# of Admin Trained Spring	# of Students Impacted
BPS	1	10	8	364
EPS	12	73	2	1326
SFPS	20	89	17	1639
TOTALS	33	172	27	3329
TOTAL TEACHERS & ADMIN TRAINED - SPRING		199		

Of the one-hundred ninety nine (199) Teachers and Administrators who were trained in the Spring trainings across the 3 districts, one-hundred seventy-two (172) were classroom teachers who spent at least part of their workweek instructing groups of children, and thus had an immediate opportunity to implement PAX with groups of children. The additional fifty-four (54) Teachers and Administrators did not receive the training until after school had let out for the year (the final EPS introductory training).

SPRING - IMPLEMENTERS APRIL/MAY 2016			
District	# Trained	# Implementing	% Implementing
BPS	10	10	100%
EPS	73	66	90%
SFPS	89	89	100%
	172	165	96%

Of the one-hundred seventy-two (172) classroom teachers who were trained before April 1, 2016 and had the opportunity to implement in Spring, 2016, one-hundred sixty-five (165) chose to do so. This is a remarkable 96%.

DISTRIBUTION OF IMPLEMENTERS GRADES			
	BPS	EPS	SFPS
Pre K			1
Kindergarten		20	9
Grade 1		12	31
Grades 1&2		2	
Grade 2		14	9
Grade 3		11	3
Grade 3&4		3	
Grade 4	3		6
Grade 5	1		9
Grade 5 & 6			1
Grade 6			2
Grade 8			1
Bilingual			4
Art			1
Music/Band			2
Tech			1
SPED	6	2	7
Title 1		1	
Social Workers			2
	10	65	89
	164		

Due to the short timeline for implementation this year, Coop was unable to conduct exit interviews with the seven (7) Teachers who chose not to implement. Some resigned, others took leave for various reasons, or were re-assigned to other schools.

It is important to note that PAX is not designed to be an additional course or curriculum; rather it is a life skills game that is played *while* the students are engaged in their normal activities, such as silent reading, seatwork, whole class instruction, or even walking in the hallways or eating lunch. While delivering a math lesson, for example, a teacher might announce that the class is going to play PAX for the next ten minutes. She then continues with the lesson, but begins marking incidents of classroom misbehavior (called “spleems”) that occur by individual students at table groups. The tables that “win” or three or fewer spleems at the end of the ten minute game are “rewarded” with a short, “game” from Granny’s Whacky Prizes”. Videos of PAX in action are available at the website of PAXIS, www.paxis.org.

PAX also permeates the classroom culture through visual cues that are placed around the room. Appendix 5 shows examples of actual PAX material that were

posted on the walls of classrooms during the Spring 2016 implementation in New Mexico.

Outcomes

Evaluation in education is complex, and more so when the desired goals of a program include building a child's capacity to "self-regulate, work together for common goals, and/or to focus on a positive future they co-create with others." Children learn and grow quickly at times; at other times, a seed that is planted by a skillful teacher may not flower for years. And the complexity of factors that influence a child's behavior and decision-making on any given day are impossible to know, let alone control: the death of a loved one, an upcoming birthday party, an offhand comment by a classmate, or a simple stomach ache can exert as much influence on a child as can the teacher or school.

Adding to the inherent difficulty of evaluating learning and growth in children are the simple logistics of visiting a classroom to observe a group of students at work. Contrary to popular belief (and the memory of adults long removed from schools), students are surprisingly often *not* at their desks. Lunch, recess, "specials" classes like art and technology, resource room work, field trips, fire drills, and standardized testing all interrupt the instructional day, with inconsistent predictability.

Types of data collected

PAXIS has created an evaluation system that is quick, simple, and easily adopted by teachers and outside observers with minimal training. The evaluation system has two elements:

- 1) Spleem Counts. "Spleem" is an invented word that is used in PAX to refer to behaviors that indicate a lack of self-regulation and/or focus in a child, such as blurting out, disturbing a classmate, disrupting a class, rustling paper, or daydreaming, etc. Spleems are counted during 15-minute periods by outside observers and/or by the teachers themselves.
- 2) Strength and Difficulties Questionnaires (SDQs). These questionnaires consist of 25 statements that a PAX teacher must mark as "Not True," "Somewhat True" or "Certainly True" about each student in the room, before and after implementation of the program. Statements such as: "Has at least one good friend" or "Often loses temper" can be easily answered by teachers themselves.

Coop also collected a third type of data by conducting its own qualitative evaluation to measure teacher perceptions and attitudes of the program.

Data Collection Process

The shortest time period that PAXIS has ever attempted to collect data until now is twelve (12) weeks. This implementation allowed for only six (6) weeks for implementation *and* data collection.

The data collection effort was coordinated and implemented by Coop for all three types of data: Spleem counts, SDQs, and Teacher Quotes and Testimonials about their Perceptions and Attitudes.

- Spleem Counts were collected before teachers began the program (baseline counts) and after they had been using PAX for 4-6 weeks (final counts). A team of outside observers was engaged by Coop to do the counting, including two (2) in BPS, five (5) observers in EPS, and seven (7) in SFPS. The observers in BPS visited all the classrooms. The observers in EPS visited TK classrooms. The observers in SFPS visited 47 classrooms – limiting the collection to K, 1 and 2 classrooms. Additional counts were conducted and provided by the classroom teachers themselves. Appendix 7A shows the Spleem Counting Form. Appendix 8 details the spleem counts by teacher in each school district, and the PAXIS form used for the spleem counts.
- Strength and Difficulty Questionnaires (SDQs) were filled out by each teacher for every student in their class prior to implementing PAX and at the end of the school year. The SDQs consist of 25 questions and though they appear simple, they are thought-provoking and thus time-consuming. Coop was able to collect “matches” of close to 90% of these pre- and post- data sets. Because of the personal nature of the data in the SDQs, it was imperative that the data be kept anonymous, so each student was assigned an 11-digit code. Appendix 7B shows the two-page SDQ form. Appendix 7C shows the protocol that Coop developed for keeping the student identities anonymous.
- Teacher perceptions and attitudes were collected from a diverse sample of teachers, both through self-reporting by teachers and via interviews conducted by Coop.

Note: Due to the exceedingly personal nature of the SDQ data, Coop developed an 11-digit code to protect the identities of each student. The SDQ Numbering Protocol is shown in Appendix 7C.

Data Analysis

Coop analyzed two of the three types of data collected: Spleem counts and Teacher Perceptions and Attitudes. The SDQ data, as noted above, due to its complex and confidential nature, was collected and codified by Coop and then sent directly to PAXIS for analysis. The pre-SDQs were mailed to PAXIS on April 28th and received

on May 3rd.. The post-SDQs were mailed on June 2nd and received on June 6th. The Spleem Counts – both pre and post – were mailed on June 7th and received on 10th.

Overall, spleem counts indicated that the PAX program is highly effective as a way to reduce incidents of student misbehavior in classroom settings. The rate of student misbehavior as measured during times when teachers were playing PAX reduced by nearly half across all three districts. Appendix 8 details this data.

Teachers overall seemed to find the program effective. A compilation of teacher responses to specific questions about PAX can be found in Appendix 9.

Teacher Attitudes and Perceptions

Data Collection

As part of the pilot implementation of PAX, Coop Consulting sampled attitudes and perceptions regarding PAX from 35 teachers who implemented the program across the three school districts. Data was collected from the teachers using a variety of collection tools, including interviews with Coop Consulting staff and contractors, surveys sent by email, and observations from colleagues and supervisors.

The following questions were used in the interviews:

What was your classroom like before you began using PAX GBG?

What did you like about teaching before using PAX GBG?

How did you deal with classroom behavior issues before PAX GBG?

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

Is there anything else you would like to say about differences that occurred because of PAX GBG?

What was your PAX start up period like?

What were the first things you did to begin using PAX GBG in your classroom?

What did you notice occurring as PAX became normal in your classroom?

What did you add to PAX?

What would you tell your funder about PAX?

Overview

Answers to these questions, as well as less formal feedback from teachers, and observations from colleagues and supervisors, reveals that the program was highly-regarded by nearly all of the respondents. Comments were categorized as either “positive,” meaning the teacher described clear benefits and a desire to continue with the program; “negative” meaning the teacher was critical of the program and/or expressed a desire to discontinue its use; and “inconclusive” when the answers did not provide clear evidence of benefit or dislike attributed to the PAX.

District	Respondents	Percent Positive	Percent Negative	Percent Neutral or Inconclusive
BPS	5	100%	0%	0%
SFPS	15	93%	0%	7%
EPS	15	93%	0%	7%

Analysis

A closer look at the responses reveals important insights into how teachers perceived the impact of the program in three areas: students’ ability to work together, classroom engagement, and teacher self-efficacy. Teachers also offered some recommendations for future implementation, some of which are collected below.

Perceived improvements in students’ ability to work together

Several teachers offered specific examples of how PAX had helped students build the capacity to get along better and work together.

Mindy Olson, a 5th grade teacher in BPS, reported the following: “...I had two boys in my class who could not get along and I had to really manipulate the seating arrangements to avoid conflicts. They could never be at the same table. With PAX, I am now able to have them be at the same table!!!”

A colleague from 4th grade, Mary Walker, added that the students *themselves* were beginning to feel the power of self-regulation through PAX. She reported, “I had a student come to me and say ‘Now that we’re doing PAX, you can put me with “so-and- so.’ I can handle her now!”

Other teachers reported that the PAX language “opens up a discussion about peace” (Victoria Esquibel, EPS); that students are “becoming better for themselves and not just to please the teacher (Vanessa Trujillo, EPS); and that the program was a great way to help students “be part of a supportive and positive environment” (Jolene Vasquez, SFPS).

Perceived improvements in overall classroom focus and engagement

Teachers reported significant improvements in the focus and engagement in their classrooms (and their colleagues' classrooms) after implementing PAX.

A first grade teacher from SFPS, Rose Block, did not have major classroom behavior issues but noticed a “transformative” change nonetheless: “PAX has had a transformative effect in my classroom. Before I used PAX I did not really have any extreme behavior issues, but it was noisy and there were regular instances of tattling and name calling. My students “bought in” to PAX, and we all love it! Our classroom is so quiet, student productivity has increased, and everyone gets along much more harmoniously. I do much less redirecting, because students have a clear way to measure and monitor their own behavior.”

Sadie Smith, a social worker from BPS, reported that, “The classroom next to me is now so quiet now that they’re using PAX. I wanted to let you know the amazing things I am seeing while doing the spleem counts. In classrooms with an average of 30 or more spleems before training, I am seeing an average of under 10 now. What an accomplishment!”

Anna Anderson, also from BPS, wrote the following: “I have been teaching for nearly 15 years. Since implementing PAX ... for the FIRST time in my career, I was able to step outside of my classroom ... go across the hall and talk with one of my colleagues ... and when I returned to my classroom, my students were still on task!!!”

Tammy Hall, from SFPS, reported “more calm and productive” classrooms at her school; Michael Granado, a principal, noticed “that the additional structured support and focus is leading to a sustained approach to discipline management”; EPS teachers Leslie Martsh, Victoria Esquibel and Alissa Aguirre all specifically noted improved focus for students; and Melinda Miera, also from EPS, reported, “It’s made a huge difference. Students have a greater attention span, and that it’s had particular impact when teaching phonics.

Finally, Vanessa Angel, a new teacher mentor from SFPS who was trained as a PAX partner, wrote into Coop Consulting to offer her perspective—as a parent. She had been concerned about her daughter’s reports of poor behavior and teacher absenteeism. However, as she reported, “Once the teacher was trained and began implementing PAX, my daughter started using PAX language at home... I immediately noticed that she was no longer talking about some of the behaviors that were going on previously in her class. It appeared to be calm in the class despite the fact that it was just after testing and nearing the end of the school year! My dad, who is her after-school ride also noted that she was no longer talking about some of the behaviors that were happening in her classroom.... In the short time that PAX was implemented into my daughter’s classroom I think it helped calm behaviors down greatly!”

Perceived improvements in teacher self-efficacy

The rates of teacher attrition in the United States are well-documented. Some PAX teachers reflected specifically on how the program build their capacity to teach effectively, which in turn has reduced stress levels and in some cases possibly made a difference that will keep them in the classroom

Chris Eisenberg, a counselor from SFPS reported the following about a first year teacher (the name was been kept anonymous because it was reported via counseling): "During the last counselor training a counselor recounted a story of a first year teacher who was considering leaving the profession due to struggles with classroom management after attending the PAX training, she implemented it in her classroom and plans to be back next year. She feels that she now has the tools she needs to be successful."

M. Susan Dryja, a veteran SFPS teacher, had a similar experience, and felt PAX has given her a path toward a "more productive career" for her: "I have been considering retirement because for the first time in 16 years I received a minimally effective score on classroom management skills. After attending the PAX training I believe this will contribute to a more productive career in teaching my students positive behavior in the classroom that is productive and builds life long learning in a positive manner."

From BPS, Myron Anissa described the impact as follows: "...my stress level was pretty high before PAX GBG. There were days when I debated on whether I had picked the right career.... After beginning PAX GBG, I found that my stress level went down tremendously from the first day of implementation. The areas where I became the most frustrated or stressed were the places that students made the most changes."

SFPS 1st grade teacher Marga Matakovich also spoke directly about the reduced stress level simply because the game was seen as a game: "Playing the PAX games made a nice stress relief to the entire class and to me! We all laughed and had a great time!"

Suggestions for future implementation

From SFPS, teacher Lucinda Nelson suggested school wide implementation: "The PAX program has the potential to change entire campuses. Even the last days of school were a delight with PAX. I recall seeing upper grades in our school at the end of school really slacking off, loud in the halls, bodies all over halls - the PAX transformation lasted with my class until the very end of the school year. Students really worked hard at doing the right thing and being considerate of others all year, even on the very last days of school!" Bernice Baca from SFPS and Edith Allison of EPS were among the respondents who echoed the sentiment to expand the training

school wide, while Prentice Chatfield (SFPS) has made it a goal to have “all K-3 Team Leaders trained in PAX” in her school.

Ms. Nelson also wondered about expanding the program into the homes of students: “I was so impressed with the program and its results that I asked if there is a PAX for home program - which they ARE developing. This could be very helpful for families, especially families with a lot of children under one roof.” Leslie Matrsh of EPS wondered about the possibility of having PAX literature to share with parents.

Mia Anderson, 4th grade at SFPS, suggested training and implementation at the beginning of the school year: “I think it’s a great program that has a lot of potential if carried out and implemented from the beginning of the school year. It was a little difficult to implement towards the end of the school year when routines and expectations have been established already. In the future, I think the PD should be offered before the start of school so that teachers can begin their school year using PAX.”

Sentiments to begin the program at the start of the year were echoed by several, including Bernice Baca (SFPS), Zelda Trujillo (SFPS), Tammy Hall (SFPS), Trish Gharrity (SFPS), Myron Anissa (BPS), and others.

Appendix 1B: Training Participants – Espanola Public Schools

ESPANOLA							
SPRING TRAINING FOR IMPLEMENTATION IN 2016							
Count (# Trained)	Count (# w/ classes- candidate to implement)	Count (# Implemented)	Full Name	Grade	# of Students Impacted	School	Date Trained
1	1	1	Gaylen V. Aguilar	Teacher - Grade 3	27	ETS/Fairview	3/30 & 3/31
1	1	1	Alisa M. Aguirre	Teacher - Grade 3	23	JHRodriguez	3/30 & 3/31
1	1	0	McDowel Agwayaway	SPED	21	San Juan / TEQ Sombrillo	3/23 & 3/24
1	1	1	Elias S. Allison	Teacher - Grade 2	16	ETS/Fairview	3/28 & 3/29
1	1	1	Edith Allison	SPED	17	San Juan	3/28 & 3/29
1	1	1	Cheryl Maria Archuleta	Teacher - Grade 1	16	Abiqu	3/16 & 3/17
1	1	1	Audrea Atencio	Teacher - Kindergarten	19	Los Ninos	3/23 & 3/24
1	1	0	Sandra Baca	Teacher - Grade 1	17	Chama	3/16 & 3/17
1	1	1	Leihzel Baybayan	Teacher - Grade 2	20	Abiqu	3/28 & 3/29
1	1	1	K Boate	Teacher - Grade 1	21	TEQ Sombrillo	3/16 & 3/17
1	1	0	Lochinvar Bradford	Teacher - Grade 3&4	15	Dixon	3/30 & 3/31
1	1	1	Elizabeth Cainski	Teacher - Grade 2	18	ETS/Fairview	3/28 & 3/29
1	1	1	Cecile Canete	Teacher - Kindergarten	22	TEQ Sombrillo	3/23 & 3/24
1	1	1	Mary Jane Casados	Teacher - Grade 2	20	Chimayo	3/28 & 3/29
1	N/A	N/A	Rose Cavalcante	Psychologist	N/A	Districtwide	3/23 & 3/24
1	1	1	Eugenia Cornelius	Teacher - Kindergarten	10	Dixon	3/23 & 3/24
1	1	1	Rebecca DeLair	Teacher - Grade 2	19	Alcalde	3/28 & 3/29
1	1	1	Maize Eford-White	Teacher - Grade 3&4	16	Chimayo	3/30 & 3/31
1	1	1	Dorothy Esquibel	Teacher - Grade 2	19	Chama	3/28 & 3/29
1	1	1	Victoria M. Esquibel	Teacher - Grade 3	12	San Juan	3/30 & 3/31
1	1	0	Angela Estonactoc	SPED	20	Chimayo	3/23 & 3/24
1	1	0	Tiffany Fernandez	Teacher - Grade 3	16	Abiqu	3/30 & 3/31
1	1	1	Natalie Gallegos	Teacher - Kindergarten	18	Los Ninos	3/23 & 3/24
1	1	1	Rosalie Gallegos	Teacher - Kindergarten	15	Abiqu	3/23 & 3/24
1	1	1	Tina Garcia	Teacher - Kindergarten	19	ETS/Fairview	3/23 & 3/24
1	1	0	Bernadette Gomez	Teacher - Grade 1	12	TEQ Sombrillo	3/16 & 3/17
1	1	1	Arthur B. Gurule	Teacher - Grade 3	21	San Juan	3/30 & 3/31
1	1	1	Tina Hudson	Teacher - Grade 1	14	TEQ Sombrillo	3/23 & 3/24
1	1	1	Renee Jaramillo	Teacher - Kindergarten	17	San Juan	3/16 & 3/17
1	1	0	Claire Kerven	Teacher - Grade 6	12	Hernandez	3/23 & 3/24
1	1	1	Laura Larue	Teacher - Kindergarten	14	San Juan	3/23 & 3/24
1	1	0	Christine Lawian	Teacher - Grade 1	32	Chama	3/16 & 3/17
1	1	1	Monica S. Lopez	Teacher - Grade 2	21	JHRodriguez	3/30 & 3/31
1	1	1	Dolores Lopez	Teacher - Grade 3	18	San Juan	3/28 & 3/29
1	1	1	Rosario Lopez	Teacher - Kindergarten	11	Velarde	3/23 & 3/24
1	1	1	Tammy Lynn Lucier	Teacher - Grade 1	24	Chimayo	3/16 & 3/17
1	1	1	Elaine S. Martinez	Teacher - Grade 1	23	San Juan	3/16 & 3/17
1	1	1	Holly Martinez	Title 1	20	ETS/Fairview	3/16 & 3/17
1	1	1	Krista Marie Martinez	Teacher - Grade 1	18	JHRodriguez	3/16 & 3/17
1	1	1	Louanna L. Martinez	Teacher - Grade 1	16	Alcalde	3/16 & 3/17
1	1	1	Sadie L. Martinez	Teacher - Grade 3	22	JHRodriguez	3/30 & 3/31
1	1	1	Leslie A. Martsh	Teacher - Grade 3&4	27	Velarde	3/30 & 3/31
1	1	1	Marilyn McDonald	Teacher - Kindergarten	15	ETS/Fairview	3/23 & 3/24
1	1	1	Melinda Miera	Teacher - Kindergarten	19	Hernandez	3/23 & 3/24
1	N/A	N/A	Deborah Mitchell	Principal	N/A	Alcalde	3/28 & 3/29
1	1	1	Patricia Mondragon	Teacher - Grade 1&2	16	Dixon	3/16 & 3/17
1	1	1	Alyssa Montoya	Teacher - Kindergarten	17	Alcalde	3/16 & 3/17
1	1	1	Karen Naranjo	Teacher - Kindergarten	17	Alcalde	3/16 & 3/17
1	1	1	Stephen Naranjo	Teacher - SPED	14	San Juan	3/23 & 3/24
1	1	1	Rayven N. Padilla	Teacher - Grade 3	17	Alcalde	3/30 & 3/31
1	1	1	Richy Lee Hofilena Paz	Teacher - Kindergarten	16	Chimayo	3/23 & 3/24
1	1	1	Danita Quintana	Teacher - Kindergarten	22	TEQ Sombrillo	3/23 & 3/24
1	1	1	Elizabeth Rivas	Teacher - Kindergarten	11	Chama	3/23 & 3/24
1	1	1	Patty Rivera	Teacher - Grade 1	18	JHRodriguez	3/16 & 3/17
1	1	1	Christopher Robinson	Teacher - Grade 2	14	Alcalde	3/28 & 3/29
1	1	1	Andrea Romero-Gonzales	Teacher - Grade 2	18	ETS/Fairview	3/28 & 3/29
1	1	1	Helen C. Salazar	Teacher - Grade 1	24	Hernandez	3/23 & 3/24
1	1	1	Rosette M. Salazar	Teacher - Grade 3	21	JHRodriguez	3/30 & 3/31
1	1	1	Maria Lourdes Samson	Teacher - Grade 1	18	JHRodriguez	3/16 & 3/17
1	1	1	Rhine V. Samson	Teacher - Grade 2	22	JHRodriguez	3/28 & 3/29
1	1	1	Priscilla Sanchez	Teacher - Grade 2	16	TEQ Sombrillo	3/28 & 3/29
1	1	1	Lydia Sandoval	Teacher - Kindergarten	16	ETS/Fairview	3/23 & 3/24
1	1	1	Melanie Sandoval	Teacher - Kindergarten	17	Los Ninos	3/23 & 3/24
1	1	1	Shannon L. Sayre	Teacher - Grade 1	14	ETS/Fairview	3/16 & 3/17
1	1	1	Erica N. Serna	Teacher - Grade 2	20	JHRodriguez	3/28 & 3/29

Appendix 1B: Training Participants – Espanola Public Schools (continued)

ESPANOLA SPRING TRAINING FOR IMPLEMENTATION IN 2016

Count (# Trained)	Count (# w/ classes- candidate to implement)	Count (# Implemented)	Full Name	Grade	# of Students Impacted	School	Date Trained
1	1	1	Cathy D. Serrano	Teacher - Grade 1	17	ETS/Fairview	3/16 & 3/17
1	1	1	Cary A. (Estes) Thrall	Teacher - Grade 1	17	Alcalde	3/16 & 3/17
1	1	1	Vanessa Trujillo	Teacher - Kindergarten	18	Los Ninos	3/23 & 3/24
1	1	1	Charito Turingan	Teacher - Grade 2	20	JHRodriguez	3/28 & 3/29
1	1	1	Laura C. Ulibarri	Teacher - Grade 2	19	TEQ Sombrillo	3/28 & 3/29
1	1	1	Melissa Valencia	Teacher - Grade 3	21	TEQ Sombrillo	3/30 & 3/31
1	1	1	Kimberly Ann Vigil	Teacher - Grade 3	24	ETS/Fairview	3/30 & 3/31
1	1	1	Renee N. Vigil	Teacher - Grade 3	21	Chimayo	3/30 & 3/31
1	1	1	Carlos Villareal	Teacher - Kindergarten	13	San Juan	3/23 & 3/24
1	1	1	Stacie Willard	Teacher - Grade 1&2	16	Velarde	3/16 & 3/17
75	73	65			1326		
% Implementing		89%					
# of Schools		12					
# of Classrooms		65					
	Kindergarten	20					
	Grade 1	12					
	Grades 1&2	2					
	Grade 2	14					
	Grade 3	11					
	Grade 3&4	3					
	SPED	2					
	Title 1	1					
		65					

ESPANOLA

ADDITIONAL TRAINING FOR IMPLEMENTATION IN 2017

Count (# Trained)	Count (# w/ classes- candidate to implement)	Count (# Implemented)	Last Name	Full Name	Grade	# of Students Impacted	School	Date Trained
1	N/A	N/A	Buterbaugh	Karen Buterbaugh	Grade 4	N/A	San Juan	6/15 & 6/16
1	N/A	N/A	Hillary	Leona Hillary	SPED	N/A	Abiqu	6/15 & 6/16
1	N/A	N/A	Durham	Maggie Durham	SPED	N/A	Dixon	6/15 & 6/16
1	N/A	N/A	Espinosa	Margie Espinosa	Grade 4	N/A	ETS	6/15 & 6/16
1	N/A	N/A	Johnson	Eileen Johnson	SPED	N/A	JH Rodriguez	6/15 & 6/16
1	N/A	N/A	Martinez,A	Anette Martinez	Grade 4	N/A	JH Rodriguez	6/15 & 6/16
1	N/A	N/A	Martinez,L	Loretta Martinez	Grade 4	N/A	JH Rodriguez	6/15 & 6/16
1	N/A	N/A	Martinez,M	Michelle Martinez	Counselor	N/A	JH Rodriguez	6/15 & 6/16
1	N/A	N/A	Vaughn	Denise Vaughn	Grade 4	N/A	JH Rodriguez	6/15 & 6/16
1	N/A	N/A	Espinosa,E	Elaine Espinoza	Pre K/K	N/A	Los Ninos	6/15 & 6/16
1	N/A	N/A	Garcia	Julianne Garcia	Pre K/K	N/A	Los Ninos	6/15 & 6/16
1	N/A	N/A	Martinez, C	Carmen Martinez	Pre K/K	N/A	Los Ninos	6/15 & 6/16
1	N/A	N/A	Mondragon	Stephanie Mondragon	Pre K/K	N/A	Los Ninos	6/15 & 6/16
1	N/A	N/A	Vasquez	Marie Vasquez	Pre K/K	N/A	Los Ninos	6/15 & 6/16
1	N/A	N/A	Salazar	Julle Salazar	Grade 4	N/A	San Juan	6/15 & 6/16
1	N/A	N/A	Velasquez	Rayna Velasquez	Grade 2	N/A	San Juan	6/15 & 6/16
1	N/A	N/A	Donacio	Raul Donacio	SPED	N/A	TEQ	6/15 & 6/16
1	N/A	N/A	Eguine	Iris Eguino	K	N/A	TEQ	6/15 & 6/16
1	N/A	N/A	Gurule	Patricia Gurule	SPED	N/A	TEQ	6/15 & 6/16
1	N/A	N/A	Jayne	María Christine Jayme	Grade 4	N/A	TEQ	6/15 & 6/16
1	N/A	N/A	Medina	Desiree Medina	SPED	N/A	TEQ	6/15 & 6/16
1	N/A	N/A	Gasca	Yolando Gasca	K	N/A	Velarde	6/15 & 6/16
1	N/A	N/A	Valdez	Antonia Valdez	K	N/A	Velarde	6/15 & 6/16
23								

Appendix 1C: Training Participants – Santa Fe Public Schools

SANTA FE SPRING TRAINING FOR IMPLEMENTATION IN 2016

Count (# Trained)	Count (# w/ classes- candidate to implement)	Count (# Implemented)	Full Name	Grade	# of Students Impacted	School
1	1	1	Charlene Abeyta	Teacher - 5th/6th	24	Atalaya
1	1	1	Meghan Alire-Maez	Teacher - 5th Grade	23	Nina Otero Community
1	1	1	Oskar Almazan Lopez	Teacher - 4th Grade	24	Cesar Chavez Elementary
1	1	1	Mia Anderson	Teacher - 4th Grade	23	EJ Martinez Elementary
1	1	1	Patricia Arana	Teacher - 1st Grade	19	Sweeney Elementary
1	1	1	Goiuria Arroyo Orbea	Teacher - SPED	4	El Camino Real Academy
1	N/A	N/A	Nancy Baca	Social Worker	9	Nina Otero Community
1	1	1	Keith Beebe	Teacher - 4th Grade	21	Nina Otero Community
1	N/A	N/A	Christie Berg	Assistant Principal	N/A	Nina Otero Community
1	1	1	Rose Block	Teacher - 1st Grade	18	Pinon Elementary
1	1	1	Beata Borton	Teacher - 1st Grade	17	Salazar Elementary
1	1	1	Daniel Borton	Teacher - Band (6-8)	30	Nina Otero Community
1	1	1	Amber Bright	Teacher - 8th grade Science	19	Nina Otero Community
1	N/A	N/A	Linda Brody	Teacher - 1st Grade	N/A	Little Earth School
1	N/A	N/A	Debra Bryant	Prevention Specialist	N/A	Nina Otero Community
1	1	1	Zaire Bustamante	Teacher - Kindergarten	14	Sweeney Elementary
1	1	1	Norma Carmona	Teacher - 4th Grade	15	Salazar Elementary
1	1	1	Adriana Casas De Anda	Teacher - Kindergarten	16	Ramirez Thomas Elementary
1	1	1	Sally Catano	Teacher - 1st Grade	18	Aspen Community Magnet
1	N/A	N/A	Prentice Chatfield	Counselor	6	Chaparral Elementary
1	1	1	Lisa Cisneros	Teacher - Kindergarten	19	Nina Otero Community
1	1	1	Patricia Cohen	Teacher - 2nd Grade	16	EJ Martinez Elementary
1	1	1	Veronica Constantine	Teacher - 2nd grade	20	Aspen Community Magnet
1	1	1	Sophia Cook	Teacher - 5th Grade	23	Nina Otero Community
1	1	1	Lee Ann Costello	Teacher - Art	16	Aspen Community Magnet
1	1	1	Karen Cox	Teacher - 1st Grade	16	Amy Biehl
1	1	1	Gilberto Cruz	Teacher - 2nd Grade	18	Tesuque Elementary
1	1	1	Mary Susan Dryja	Teacher - 1st Grade	15	EJ Martinez Elementary
1	1	1	Melissa Duke	Teacher - Kindergarten	22	Amy Biehl
1	1	1	Isabel Duque	Teacher - 1st Grade	17	El Camino Real Academy
1	N/A	N/A	Christine Eisenberg	Director, Student Wellness	N/A	Districtwide
1	1	1	Pamela England	Teacher - 3rd Grade Bilingual	17	Cesar Chavez Elementary
1	1	1	Araceli Enriquez-Trinidad	Teacher - 2nd Grade (Bilingual)	24	Nina Otero Community
1	1	1	Lydia Espinoza	Teacher - 1st Grade	15	Aspen Community Magnet
1	1	1	Marguerite Farber	Teacher - 1st Grade	20	Tesuque Elementary
1	1	1	Julia Fuentes	Teacher - SPED	4	El Camino Real Academy
1	N/A	N/A	Cynthia Fulreader	Counselor	N/A	Acequia Madrea
1	1	1	Caren Garcia	Teacher - 1st Grade	20	El Camino Real Academy
1	1	1	Sara Garcia Ruiz	Teacher - 1st Grade	18	Kearny Elementary
1	1	1	Laura Gayarre Acacio	Teacher - Kindergarten	17	El Camino Real Academy
1	1	1	Carrie Gebbie	Teacher - 2/3 resource	16	Chaparral Elementary
1	1	1	Cindy Geyer	Teacher - SPED (K-3)	9	Nina Otero Community
1	1	1	Trish Gharrity	Teacher - 1st Grade	20	Sweeney Elementary
1	1	1	Zoe Gierman	Teacher - 2nd Grade	14	Nina Otero Community
1	N/A	N/A	Linda Golin-Lail	Counselor	N/A	Ramirez Thomas Elementary
1	1	1	Rosa Maria Liera Gonzales	Teacher - 1st Grade	19	Sweeney Elementary
1	1	1	Alicia Gonzales	Teacher - 5th Grade	18	Kearny Elementary
1	N/A	N/A	Tammy Hall	Principal	N/A	Cesar Chavez Elementary
1	1	1	Madeline Harris	Teacher - 2nd Grade	20	Kearny Elementary
1	1	1	Tashina Hart	Teacher - 4th Grade	22	Kearny Elementary
1	N/A	N/A	Rita Hemmig	Counselor	N/A	Cesar Chavez Elementary
1	1	1	Tamara Hunter	Teacher - SPED	4	Nava Elementary
1	1	1	Gwen Johnson	Teacher - 2nd Grade	17	El Dorado Elementary
1	1	1	Lynette Jordan	Teacher - 5th Grade	24	Kearny Elementary
1	1	1	Samantha Koroneos	Teacher - 5th Grade	22	Amy Biehl
1	1	1	Arturo Lujan Lopez	Teacher - 1st Grade	16	Cesar Chavez Elementary
1	1	1	Whitney Louive	Teacher - 5th Grade	19	EJ Martinez Elementary
1	1	1	Charlotte Lucero	Teacher - 6th Grade	8	Aspen Community Magnet
1	1	1	B. Carlos Lux	Teacher - 5th Grade	21	EJ Martinez Elementary
1	1	1	Joan MacLean	Teacher - 1st Grade	21	Cesar Chavez Elementary
1	N/A	N/A	Shelley Mann-Lev	SFPS Representative	N/A	SFPS
1	1	1	Aviva Markowitz	Teacher - 5th Grade	22	Amy Biehl
1	1	1	Marga Matakovich	Teacher - 1st Grade	23	Kearny Elementary
1	1	1	Trinidad Mercado	Teacher - 2nd Grade	23	El Camino Real Academy
1	1	1	Fernando Morales	Teacher - Tech K-5	16	Cesar Chavez Elementary
1	1	1	Esteban Moreno	Teacher - 5th Grade	25	Kearny Elementary
1	1	1	Autem Moya	Teacher - 1st Grade	25	Cesar Chavez Elementary
1	1	1	Lucinda Nelson	Teacher - 1st Grade	20	Ramirez Thomas Elementary

Appendix 1C: Training Participants – Santa Fe Public Schools (continued)

1	1	1	Ed Nolan	Teacher - SPED	9	Ramirez Thomas Elementary
1	1	1	Josh Norris	Teacher - 6th Grade	25	Nina Otero Community
1	N/A	N/A	Tara Oppenheimer	Specialist - Autism	N/A	Districtwide
1	1	1	Michele Ortega	Teacher - 3rd Grade	19	Cesar Chavez Elementary
1	1	1	Lynn Osborne	Teacher - Music	15	Aspen Community Magnet
1	1	1	Arienne Padilla	Teacher - Kindergarten	18	Nina Otero Community
1	1	1	Kyla Proctor	Teacher - 1st Grade	19	Cesar Chavez Elementary
1	1	1	Mary Proue	Teacher - 3rd Grade	15	Cesar Chavez Elementary
1	1	1	Victoria Rael	Teacher - 1st Grade	17	Chaparral Elementary
1	1	1	Thomas (Bart) Ramey	Teacher - 1st Grade	19	El Dorado Elementary
1	1	1	Ann Reuland	Teacher - 1st Grade	20	Nina Otero Community
1	1	1	Alicia Rivera	Teacher - 2nd Grade	18	Chaparral Elementary
1	1	1	Maria Isabel Rodrigo	Teacher - K/1st Grade	15	Nava Elementary
1	1	1	Melissa Romero	Teacher - 1st Grade	18	Amy Biehl
1	1	1	Faviola Rosales	Teacher - 1st Grade	19	Sweeney Elementary
1	1	1	Sonia Rosenberg	Teacher - 1&2 Bilingual	20	Amy Biehl
1	1	1	Lucia Salazar	Social Worker/El Dorado	4	SFPS
1	1	1	Gabrielle Salazar	Teacher - 1st Grade	20	Gonzales Elementary
1	1	1	Berta Sanchez-Lopez	Teacher - 1st Grade	16	Cesar Chavez Elementary
1	1	1	Annette Senteney	Teacher - 1st Grade	21	Gonzales Elementary
1	1	1	Polly Shattuck	Social Worker	6	Capshaw
1	1	1	Matthew Smith	Teacher - 4th Grade	26	Amy Biehl
1	N/A	N/A	Ellen Souberman	Director	N/A	Little Earth School
1	1	1	Kate Spilseth	Teacher - 1st Grade	16	Nina Otero Community
1	1	1	Katharine Sward	Teacher - 1st Grade	23	Cesar Chavez Elementary
1	1	1	Shelly Tapia	Teacher - Kindergarten	21	Nina Otero Community
1	N/A	N/A	Jocelin Tilton	Autism Specialist	N/A	Districtwide
1	1	1	Lourdes Toledo	Teacher - 1st Grade (bilingua	18	Nina Otero Community
1	N/A	N/A	Gabriella Torres	Life Skills Special Education , Grades 3 to		Nina Otero Community
1	1	1	Santana Torrez-Montes	Teacher - SPED	14	Chaparral Elementary
1	N/A	N/A	Diane Trueblood	PSS	N/A	
1	1	1	Jackie Trujillo	Teacher - 1st Grade	13	El Camino Real Academy
1	1	1	Zelda Trujillo	Teacher - Kindergarten	22	Wood Gormley
1	N/A	N/A	Isidro Urliaga	Teacher - 1st Grade	N/A	Little Earth School
1	1	1	Michelle Lujan Vargas	Teacher - Pre K	27	Kearny Elementary
1	1	1	Jolene Vasquez	Teacher - SPED - 5th/6th	20	Nina Otero Community
1	1	1	Rae Vigil	Teacher - 3rd Grade	24	EJ Martinez Elementary
1	1	1	Samantha Waidler	Teacher - 2nd Grade	21	Nina Otero Community
106	89	89			1639	
% Implementing		100%				
# of Schools	20					
# of Classrooms	89					
Pre-K	1					
Bilingual	4					
K	9					
1st	31					
2nd	9					
3rd	3					
4th	6					
5th	9					
5th & 6th	1					
6th	2					
8th	1					
Art	1					
Music	2					
Tech	1					
Social Worker	2					
SPED	7					
	89					

Appendix 2: Schedules of Key Dates of PAX Implementation, Spring 2016 (By District)

Appendix 2A: Bloomfield Public Schools

BLOOMFIELD PUBLIC SCHOOLS

MARCH/APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24		26	27	28
29	30	31				

Appendix 2B: Espanola Public Schools

ESPAÑOLA PUBLIC SCHOOLS

MARCH						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			Training Gr 1 Pre SDGs			
13	14	15	16	17	18	19
Baseline Spleem Counting (Teachers and Outside Observers)						
			Training K Pre SDGs			
20	21	22	23	24	25	26
Baseline Spleem Counting (Teachers and Outside Observers)						
Training Gr 2 Pre SDGs			Training Gr 3 Pre SDGs			
27	28	29	30	31		

APRIL						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
Implementation Week 1						
3	4	5	6	7	8	9
Implementation Week 2						
10	11	12	13	14	15	16
Implementation Week 3						
17	18	19	20	21	22	23
Implementation Week 4						
		Boosters/Demos				
24	25	26	27	28	29	30

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Implementation Week 5						
PAX Partner Training-Portland, OR						
1	2	3	4	5	6	7
Implementation Week 6						
Concluding Spleem Counting / Post SDGs						
8	9	10	11	12	13	14
15	16	17	18	19	20	21
					Last Day of School	
22	23	24	25	26		28
29	30	31				

JUNE						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
Training Summer Institute Gr 4				Booster		
12	13	14	15	16	17	18

Appendix 2C: Santa Fe Public Schools

SANTA FE PUBLIC SCHOOLS

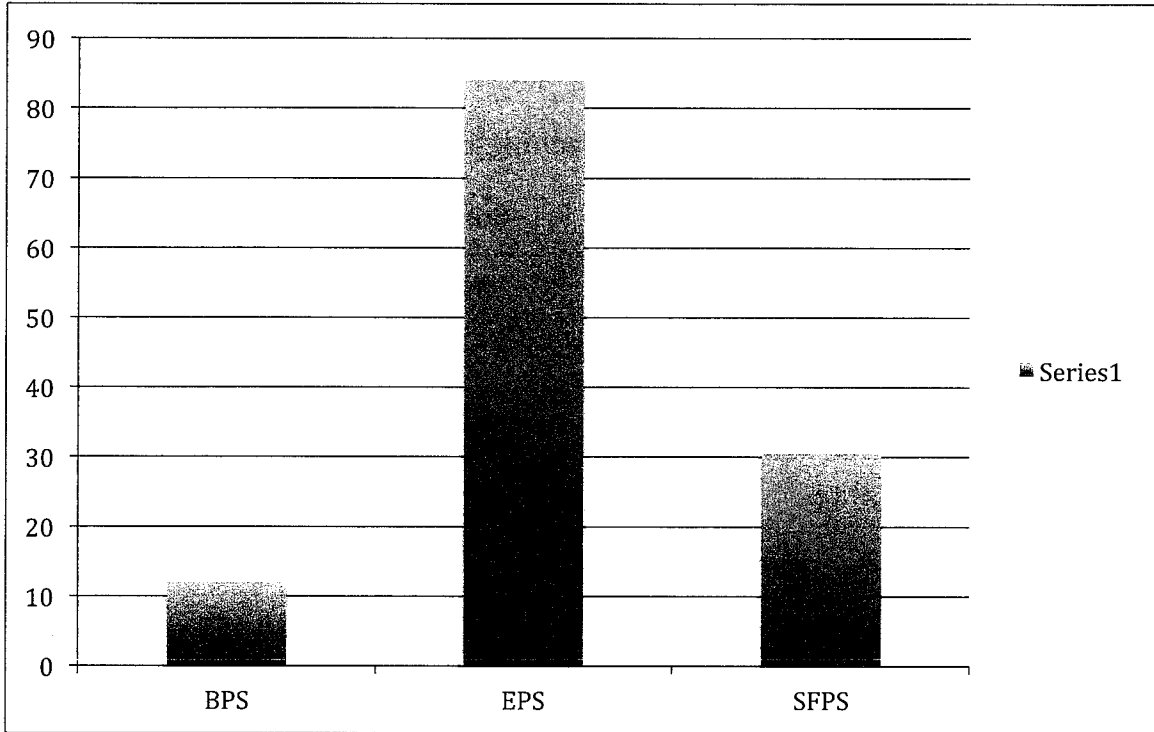
MARCH						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					Training Pre SDQs	
13	14	15	16	17	18	19
		Baseline Spleen Counting (Teachers and Outside Observers)				
20	21	22	23	24	25	26
	Spring Break					
27	28	29	30	31		

APRIL						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
	Implementation Week 1					
3	4	5	6	7	8	9
	Implementation Week 2					
10	11	12	13	14	15	16
	Implementation Week 3					
17	18	19	20	21	22	23
	Implementation Week 4					
24	25	26	27	Boosters/Demos		30
				28	29	

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Implementation Week 5					
1	PAX Partner Training-Portland, OR			5	6	7
	2	3	4			
	Implementation Week 6					
8	Concluding Spleen Counting / Post SDQs					
	9	10	11	12	13	14
				Last Day of School		
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11

Appendix 3: Hours of Training (By District)



Date	District	Type of Training	Hours
March 16 & 17	EPS	Intro	12
March 18-19	SFPS	Intro	10
March 23-24	EPS	Intro	12
March 28-29	EPS	Intro	12
March 30-31	EPS	Intro	12
April 1-2	BPS	Intro	10
April 25-29	EPS	Demo	4
April 26-27	EPS	Booster	4
April 28-29	SFPS	Demo	4.5
April 28-29	SFPS	Booster	4
May 3-4	SFPS	Partner Training	12
May 3-4	EPS	Partner Training	12
10-May	BPS	Booster	2
June 15-16	EPS	Intro	14
17-Jun	EPS	Booster	2
TOTALS		15	126.5

TOTALS BPS	2	12
TOTALS EPS	9	84
TOTALS SFPS	4	30.5

Appendix 4: Boosters and Demo Participation (By District)

Appendix 4A: Boosters and Demo Participation - Bloomfield

Booster Training 5/10

Full Name Teacher / Administrator	Grade	School
Todd Adams	SPED	Naaba Ani
Anna Anderson	4	Naaba Ani
Mamie Becenti-Begay	Vice Principal	Naaba Ani
Jill Caritas	SPED-4	Naaba Ani
Karen J. Dennis	Nurse	Naaba Ani
Kati Helzer	Instructional Coach	Naaba Ani
Tina Hudson	6	Naaba Ani
Sharon Jensen	Principal	Naaba Ani
Theresa G. Kelly		Naaba Ani
Michael Miller	5	Naaba Ani
Anissa Myron	5	Naaba Ani
Mindy Olson	5	Naaba Ani
Tina Maria Sanchez	4	Naaba Ani
Zofia Sliwinski	SPED	Naaba Ani
Sadie Smith-McDaniel	Social Worker	Naaba Ani
Elizabeth Utley	4	Naaba Ani
Beatriz Vasquez	4	Naaba Ani
Mary Walker	4	Naaba Ani

18 Teachers

Appendix 4B: Boosters and Demo Participation – Espanola

Booster Training 4/26

Full Name Teacher / Administrator	Grade	School
Tina Garcia	K	ETS/ Fairview
Maria Jayme	Title 1	TEQ
Elaine S. Martinez	1	San Juan
Patty Martinez-Rivera	1	JHRodriguez
Marilyn McDonald	K	ETS/ Fairview
Lydia Sandoval	K	ETS/ Fairview

6 Teachers

Booster Training 4/26

Full Name Teacher / Administrator	Grade	School
Rebecca DeLair	2	Alcade
Louanna Martinez	1	Alcade
Sadie Martinez	3	JHRodriguez
Melinda Miera	K	Hernandez
Alyssa Montoya	K	Alcade
Karen Naranjo	K	Alcade
Rayven N. Padilla	3	Alcade
Humberto Sinaloa	1	Alcade
Cary (Estes) Thrall	1	Alcade

9 Teachers

Demos

Full Name Teacher / Administrator	Grade	School
Tina Garcia	K	Salazar
Tina Hudson	1	TEQ/Sombrillo
Rosario Lopez	K	Velarde
Holly Martinez	K,5	Salazar
Louanna Martinez	1	Alcade
Patty Martinez-Rivera	1	JHRodriguez
Marilyn McDonald	K	ETS/Fairview
Karen Naranjo	K	Alcade
Rayven Padilla	3	Alcade
Priscilla Sanchez	2	TEQ/Sombrillo
Lydia Sandoval	K	ETS/Fairview
Cathy D. Serrano	1	ETS/Fairview
Stacie Willard	1 & 2	Velarde
Cary (Estes) Thrall	1	Alcade

15 Teachers

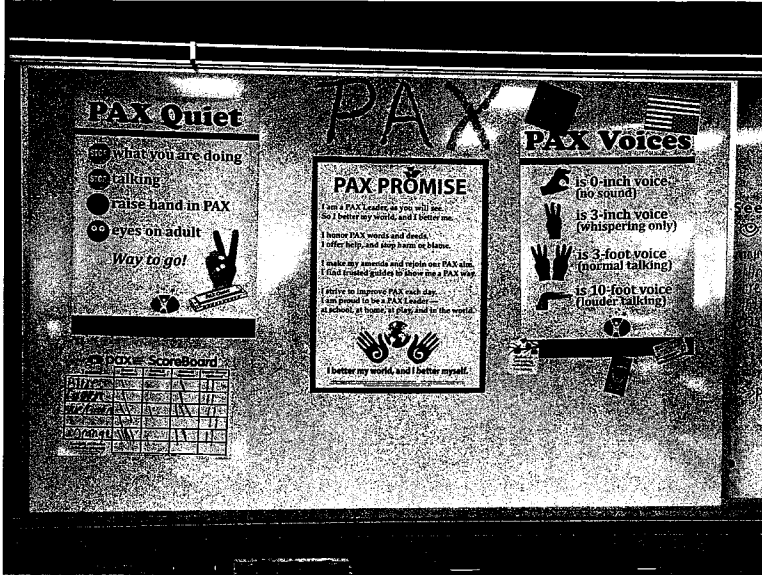
Appendix 4C: Boosters and Demo Participation – Santa Fe

Booster Training 4/28			Booster Training 4/29		
Full Name Teacher / Administrator	Grade	School	Full Name Teacher / Administrator	Grade	School
Charlene Abeyta	5 & 6	Atalaya	Mia Anderson	4	EJ Martinez
Meghan Alire-Maez	5	Nina Otero	Patricia Arana	1	Sweeney
Keith Beebe	4	Nina Otero	Rose Block	1	Pinon
Sally Catano	1	Aspen	Zaire Bustamante	K	Sweeney
Lisa Cisneros	K	Nina Otero	Norma Carmona	1	Salazar
Karen Cox	1	Amy Biehl	Adriana Casas De Anda	K	Ramirez Thomas
Mary Susan Dryja	1	EJ Martinez	Veronica Constantine	2	Aspen
Lydia Espinoza	1	Aspen	Lee Ann Costello	Art	Aspen
Marguerite Farber	1	Tesuque	Rosa Maria Liera Gonzales	1	Sweeney
Carrie Gebbie	2 & 3	Chaparral	Gwen Johnson	2	El Dorado
Zoe Gierman	2	Nina Otero	Arturo Lujan Lopez	1	Cesar Chavez
Linda Golin-Lail	Counselor	Ramirez Thomas	Whitney Louive	5	EJ Martinez
Samantha Koroneos	5	Amy Biehl	B. Carlos Lux	5	EJ Martinez
Dolores Lopez	3	San Juan	Marga Matakovich	1	Kearny
Aviva Markowitz	5	Amy Biehl	Trinidad Mercado	2	El Camino Real
Lucinda Nelson	1	Ramirez Thomas	Arianne Padilla	K	Nina Otero
Josh Norris	6	Nina Otero	Kyla Proctor	1	Cesar Chavez
Michele Ortega	3	Cesar Chavez	Faviola Rosales	1	Sweeney
Victoria Rael	1	Chaparral	Lucia Salazar	SW	SFPS
Ann Reuland	1	Nina Otero	Matthew Smith	4	Amy Biehl
Alicia Rivera	2	Chaparral	Katharine Sward	1	Cesar Chavez
Melissa Romero	1	Amy Biehl	Diane Trueblood	PSS	Nina Otero
Sonia Rosenberg	1 & 2	Amy Biehl	Zelda Trujillo	K	Wood Gormley
Shelly Tapia	K	Nina Otero	Rae Vigil	3	EJ Martinez
Jocelin Tilton	Specialist	Aspen	24 Teachers		
Santana Torrez-Montes	SPED	Chaparral			
Samantha Waidler	2	Nina Otero			
27 Teachers					

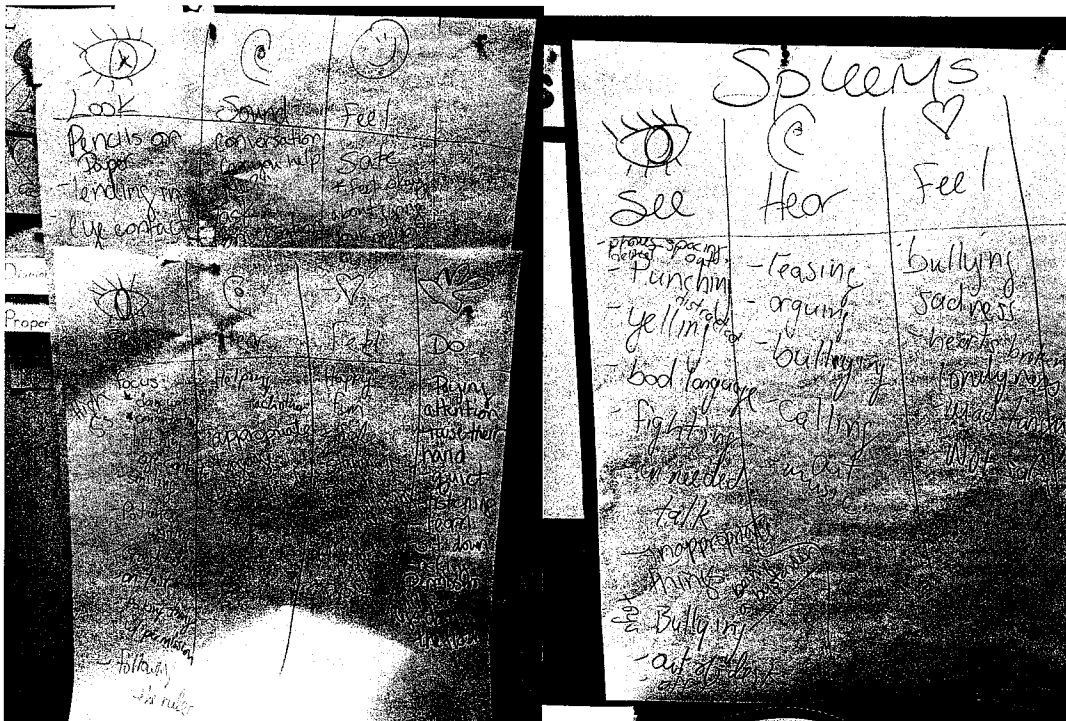
Demos		
Full Name Teacher / Administrator	Grade	School
Patricia Arana	1	Sweeney
Norma Carmona	1	Salazar
Lisa Cisneros	K	Nina Otero
Gwen Johnson	2	El Dorado
Kyla Proctor	1	Cesar Chavez
Mary Proue	3	Cesar Chavez
Victoria Rael	1	Chaparral
Kate Spilseth	1	Nina Otero
Shelly Tapia	K	Nina Otero
9 Teachers		

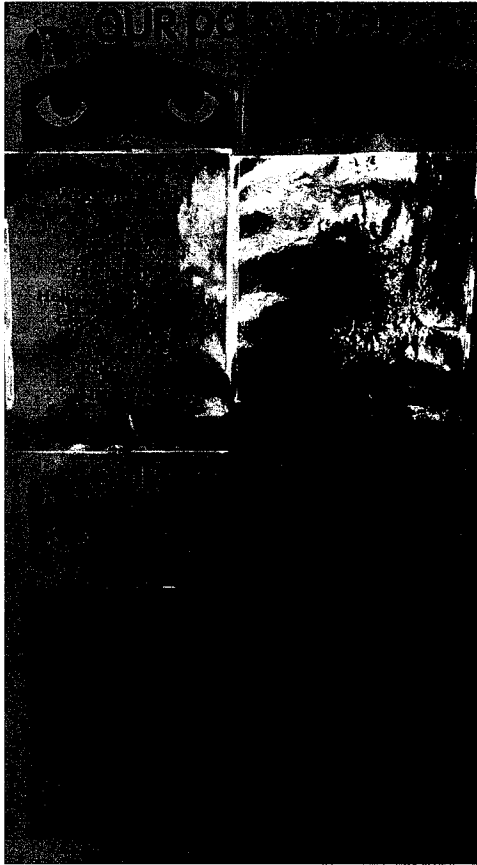
Appendix 5: Examples of PAX Visual Cues from NM Classrooms, Spring 2016

PAX posters in a NM classroom, Spring 2016. Note the “scoreboard” on lower left.

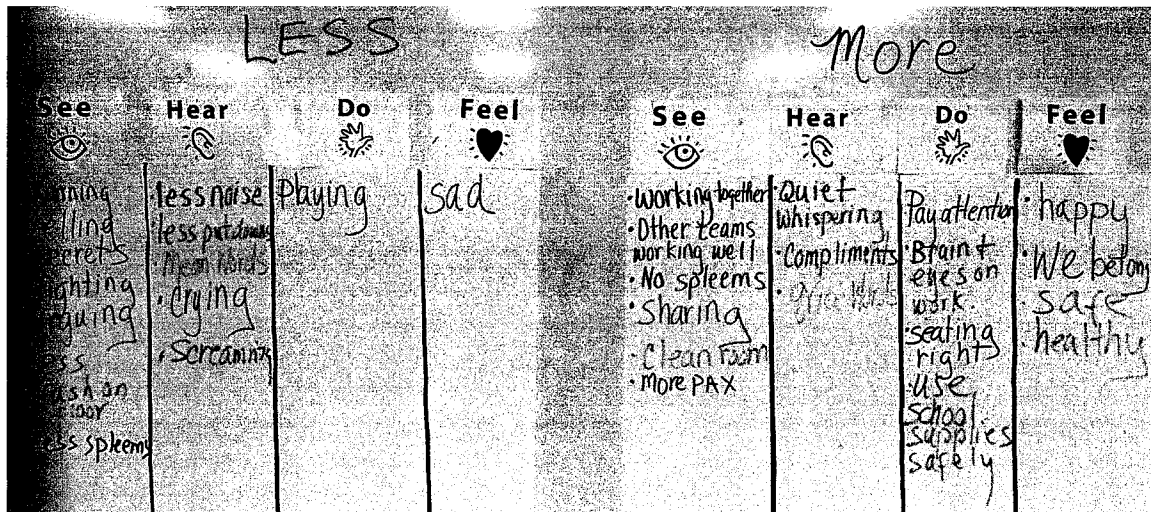


Student Completed Vision of a Wonderful Summer School Classroom, Summer 2016





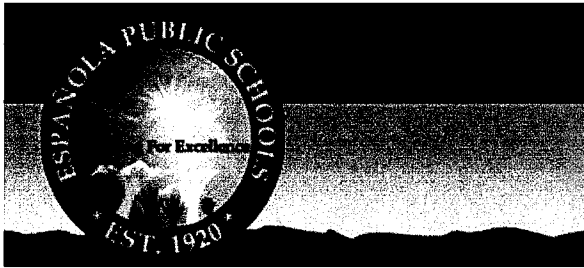
PAX vision from a NM classroom, Spring 2016.



Student-created PAX poster from a NM classroom, Spring 2016.

I aim
at Pax
Leader

Appendix 6: Espanola Mini-Grant Application



Espanola Public Schools
2016-2017
Request for
PAX Good Behavior Game
Teacher Mini Grants

August 2016

Espanola Public Schools is grateful to the New Mexico Office of Substance Abuse Prevention, who funded the *PAX Good Behavior Game* training of all of our kindergarten through grade 4 teachers to date. This organization recently awarded Espanola Public Schools a \$40,000 grant for the purpose of providing teacher mini grants to those teachers who have been PAX trained, up to \$500.

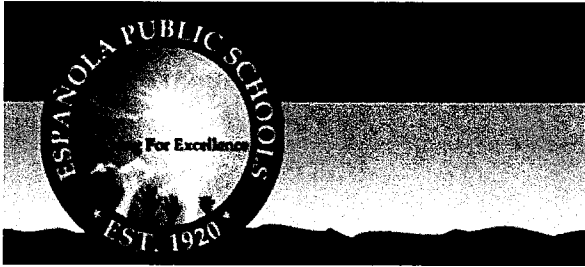
These mini grants can be used in several ways:

- Purchase materials to enhance your classroom climate and culture
- Purchase supplies/materials to enhance general core instruction
- Purchase supplemental supplies/materials for your classroom
- Purchase books for a classroom library
- Visit a colleague who is implementing PAX well and shadowing him/her for the day (substitute teachers)
- Visit classrooms in Farmington Municipal Schools, where teachers have been implementing PAX for several years (substitute teachers, travel and lodging)
- Field trips
- Other creative ideas...

To apply for a *PAX Good Behavior Game* Teacher Mini Grant, please complete the attached application and turn it in to your principal. He/she will review and approve it and submit it to Myra Martinez, Associate Superintendent for processing.

There will be two windows for requesting funding:

1. Fall 2016 – Applications due no later than **September 30, 2016**
2. Spring 2017 – Applications due no later than **February 15, 2017**



Espanola Public Schools
2016-2017
Request for
PAX Good Behavior Game
Teacher Mini Grants

Date: _____

Name: _____

School you currently teach at: _____

Grade you currently teach: _____

When were you trained in PAX Good Behavior Game? _____

Amount of your Request: _____ (Month) (Year)

Please share how you will use these funds to enhance your students' learning. Please be as specific as possible.

Please provide a budget breakdown of how you will be spending these funds. Please be as specific as possible.

(Use additional sheet of paper if necessary.)

Espanola Public Schools
2016-2017
Request for
PAX Good Behavior Game
Teacher Mini Grants

Application Required Attachments:

Supplies and Materials:

- Complete, itemized list of items to be purchased
- Purchase order

Teacher Shadowing:

- Substitute...
- If lodging is required, purchase order

Field Trip:

- Field trip request form
- Purchase order for bus

Teacher Signature and Date: _____/_____

Principal Signature and Date: _____/_____

Central Officer Use Only

Approved by:

_____/_____
Myra Martinez, Associate Superintendent Date

Appendix 7: Data Collection Forms

Appendix 7A: Spleem Observation/Count Form

Spleems Observation Form

School/Classroom Site: _____ Date: _____ Observer: _____

Brief Description of Activity: _____

Instructions: Observe the group every minute for fifteen minutes. During each minute, tally the number of Spleems that occur. After the fifteen minutes, complete the rest of the form and graph the results.

ONE - MINUTE INTERVALS															
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
Highest number of students in the group															
Tally of Spleems in the minute (make hash /// marks)															
Total number of Spleems in the minute (add up the hash marks)															
1. Total the number of Spleems in the 15 minutes															
2. Divide the total Spleems (A) by the number of students in the group.															
3. Multiply #2 by 4 to express the rate of disruptions per hour per student. Use this number for the graph in Appendix D.															

Notes:

Appendix 7B: Strength & Difficulties Questionnaire (SDQ)



Baseline Survey

Date: / /

D D / M M / Y Y Y Y

Strengths and Difficulties Questionnaire

SDQ

School District: _____

School: _____

Grade: Nursery Grade 3
 Kindergarten Grade 4
 Grade 1 Grade 5
 Grade 2 Grade 6

Fill in circle(s).
Select all that apply

Teacher
First Name: _____

Teacher
Last Name: _____

Please provide this cover sheet with your students' SDQ's.
Each student requires a unique ID number.
Make sure the ID number in this cover sheet and the student's SDQ form matches.

ID Number: _____

First Initial of Student:

Middle Initial of Student:

Last Initial of Student:

Gender: Fill in circle Male Female

**QUESTIONS: Call Miriam Willmann at (608) 772-0289
 Or email her at Miriam@paxis.org**



Appendix 7B: Strength & Difficulties Questionnaire (continued)



Important: Please provide ID Number in the box below.

**STRENGTHS AND DIFFICULTIES
QUESTIONNAIRE**
 PRE-TEST POST-TEST

For each item, please fill-in the circle for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you over the last six months or this school year.

	Not True	Somewhat True	Certainly True
01. Considerate of other people's feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
02. Restless, overactive, cannot stay still for long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
03. Often complains of headaches, stomach-aches or sickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
04. Shares readily with other children, for example toys, treats, pencils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
05. Often loses temper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
06. Rather solitary, prefers to play alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
07. Generally well behaved, usually does what adults request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
08. Many worries or often seems worried	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
09. Helpful if someone is hurt, upset or feeling ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Constantly fidgeting or squirming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Has at least one good friend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Often fights with other children or bullies them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Often unhappy, depressed or tearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Generally liked by other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Easily distracted, concentration wanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Nervous or clingy in new situations, easily loses confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Kind to younger children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Often lies or cheats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Picked on or bullied by other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Often offers to help others (parents, teachers, other children)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Thinks things out before acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Steals from home, school or elsewhere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Gets along better with adults than with other children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Many fears, easily scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Good attention span, sees work through to the end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any other comments or concerns?

26. Overall, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No Yes, minor difficulties Yes, definite difficulties Yes, severe difficulties

If you have answered "Yes" to question 26, please answer the following four questions about these difficulties:

	Less than a month	1-5 months	6-12 months	Over a year
27. How long have these difficulties been present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all	Only a little	A medium amount	A great deal
28. Do the difficulties upset or distress the child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Do the difficulties interfere with the child's everyday life in the following areas?				
a. PEER RELATIONSHIPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. CLASSROOM LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Do the difficulties put a burden on you or the class as a whole?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you very much for your help

Appendix 7C: SDQ Numbering Protocol

SDQ NUMBERING SYSTEM						
Digit 1	Digits 2 & 3	Digits 4 & 5	Digits 6 & 7	Digits 8 & 9	Digit 10	
District	School	Class Coding			Student #	Gender
1-BPS	<u>BPS</u> 01-Naaba Ani	<u>SFPS</u> 01-Acequia Madre			<u>Sequential #</u> 01	0-Unknown
2-EPS		02-Amy Blehl			02	1-Female
3-SFPS		03-Aspen			03	2-Male
		04-Atalaya			04	
		05-Capshaw			05	
		06-Cesar Chavez			06	
		07-Chaparral			07	
		08-EJ Martinez			08	
		09-El Camino Real			09	
		10-El Dorado			10	
		11-Gonzalez			11	
		12-Kearny			12	
		13-Nava			13	
		14-Nina Otero			14	
		15-Pinon			15	
		16-Ramirez Thomas			16	
		17-Salazar			17	
		18-Sweeney			18	

Appendix 8: Spleem Count Data By District

Appendix 8A: Spleem Count Data - Bloomfield

Teacher Last	Teacher First	PRE DATA			POST DATA			Difference from Pre to Post	# for implementation count/reference
		Pre Count 1 - Average Spleems Per Student	Pre Count 2 - Average Spleems Per Student	MEDIAN PRE DATA SPLEEMS	Post Count 1 - Average Spleems Per Student	Post Count 2 - Average Spleems Per Student	MEDIAN POST DATA SPLEEMS		
[REDACTED]	[REDACTED]	18	36	27	12	11	11	16	1
		14.0	29.0	22	14		14	7.5	1
		70	14	42	10	12	11	31	1
		26		26	17	19	18	8	1
		21	29	25	6	5	6	19	1
		13	16	14	6	4	5	9	1
		11	35	23	13	13	13	10	1
		12	32	22	9	10	10	12	1
		9	41	25	6	11	8	16	1
		AVERAGES				25			11

**Data is based on the calculation of spleems per student rather than class aggregates because class sizes varied dramatically (thus class aggregates were not*

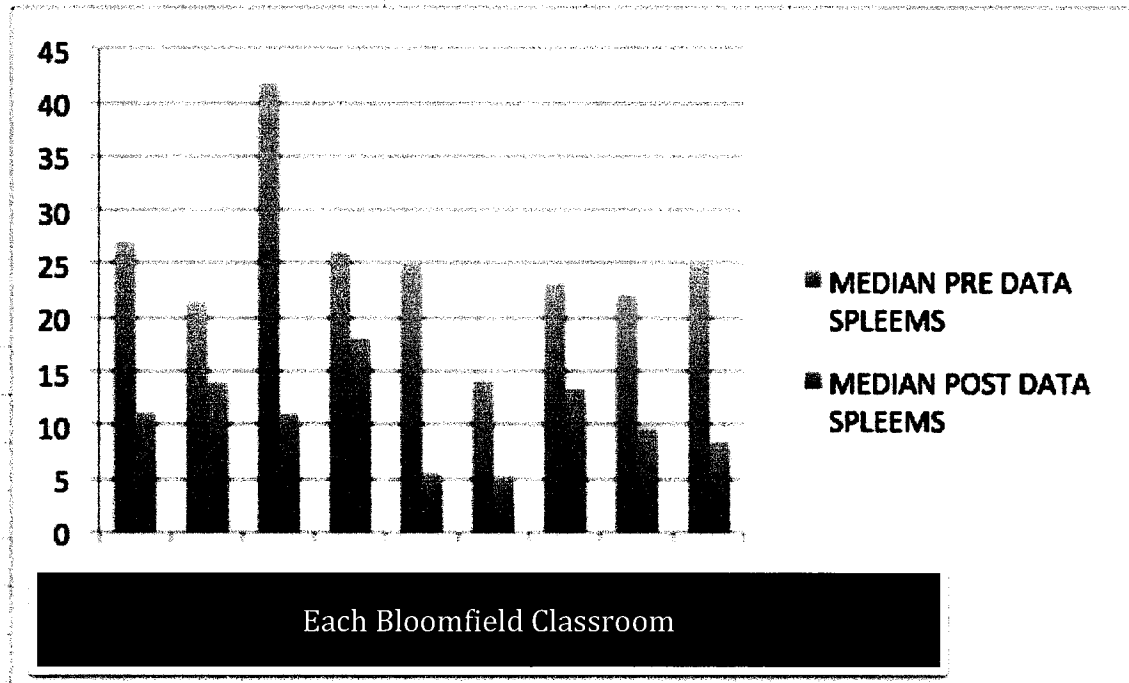
AVERAGE REDUCTION IN SPLEEMS: 43%

**Data is based on the calculation of spleems per student rather than class aggregates because class sizes varied dramatically (thus class aggregates were not*

AVERAGE REDUCTION IN SPLEEMS: 43%

There were ten (10) classess implementing PAX. There are nine (9) reflected here. The one (1) not reflected here is Theresa Kelly. We were not able to retrieve post spleem data for her.

APPENDIX 8A: SPLEEM COUNT DATA – BLOOMFIELD (CONTINUED)



Appendix 8B: Spleem Count Data – Espanola

Teacher Last	Teacher First	PRE DATA			POST DATA		
		Pre Count 1 - Average Spleems Per Student	Pre Count 2 - Average Spleems Per Student	MEDIAN PRE DATA SPLEEMS	POST DATA SPLEEMS	Difference from Pre to Post	# for Implementation count/reference
		21	16	18	5	13.0	1
		12	16	14	4	9.6	1
		20	20	20	14	5.7	1
		4	8	6	5	0.7	1
		9	7	8	4	3.8	1
		4	15	10	8	1.8	1
		9	14	12	7	5.4	1
		15	21	18	5	13.1	1
		12	16	14	13	1.5	1
		26	35	31	24	6.1	1
		4	19	11	8	3.8	1
		32	36	34	13	21.3	1
		6	9	8	1	6.6	1
		9	8	9	1	7.3	1
		18	13	15	4	11.2	1
		12	12	12	8	3.5	1
		13	13	13	12	1.7	1
		11	22	16	11	5.2	1
		13	8	11	7	4.0	1
		10	7	8	5	3.7	1
		16	14	15	7	8.0	1
		10	6	8	5	3.0	1
		14	15	14	3	11.7	1
		9	13	11	11	0.1	1
		13	29	21	29	7.6	1
		17	8	12	4	8.1	1
		20	26	23	5	18.3	1
		15	15	15	2	12.7	1
		15	12	14	2	11.6	1
		27	28	28	7	20.9	1
		6	11	9	3	5.5	1
		13	7	10	1	8.9	1
		4	5	5	3	1.3	1
		26	6	16	7	9.1	1
		5	16	10	8	2.2	1
		10	4	7	6	1.0	1
		9	7	8	7	1.5	1
		9	8	8	3	5.2	1
		14	17	16	17	1.6	1
		24	31	28	5	22.7	1
		8	8	8	5	2.5	1
		13	25	19	6	12.6	1
		10	18	14	5	9.3	1
		2	11	6	4	2.1	1
		13	10	11	8	3.7	1
		10	10	10	5	4.5	1
		19	17	18	4	13.8	1
		13	17	15	5	9.7	1
		8	3	6	4	2.3	1
		13	16	14	10	4.5	1
AVERAGES				14	7	7	50

TEACHERS

Appendix 8C: Spleem Count Data – Santa Fe

Teacher Last	Teacher First	Grade	PRE DATA			POST DATA	DIFFERENCE IN SPLEEMS PRE TO POST	# for Implementation Count/Reference
			PreCount 1 - Average Spleems Per Student	PreCount 2 - Average Spleems Per Student	MEDIAN PRE DATA SPLEEMS	Post Count - Average Spleems Per Student		
TEACHERS		1	28	51	39	9	30	1
		K	21		21	7	14	1
		2	22		22	4	18	1
		1	22	26	24	15	9	1
		1	27	27	27	10	17	1
		1	32	24	28	7	21	1
		2	41		41	9	32	1
		1	19		19	6	13	1
		1	22	30	26	6	20	1
		2	124		124	21	103	1
		1	25	17	21	6	15	1
		2	10		10	0	10	1
		2	31	31	31	11	20	1
		1	36	21	29	20	8	1
		1	31	12	22	13	9	1
		2	25	22	23	8	16	1
		1,2	55	34	44	28	16	1
		1	24	31	28	8	20	1
		K	29		29	4	25	1
		1	37	32	35	16	19	1
		1	11		11	0	10	1
		1	20	18	19	10	9	1
		2	8		8	1	6	1
		1	23	26	24	15	10	1
		1,2	15	12	14	5	8	1
		1	56		56	0	56	1
		1	42	22	32	28	4	1
		1	22	19	21	11	9	1
		1	27	15	21	10	11	1
		K	63		63	4	59	1
		1	34	25	30	18	12	1
		1	59	56	57	38	19	1
		2	21	20	21	9	12	1
AVERAGES					31	11	20	33

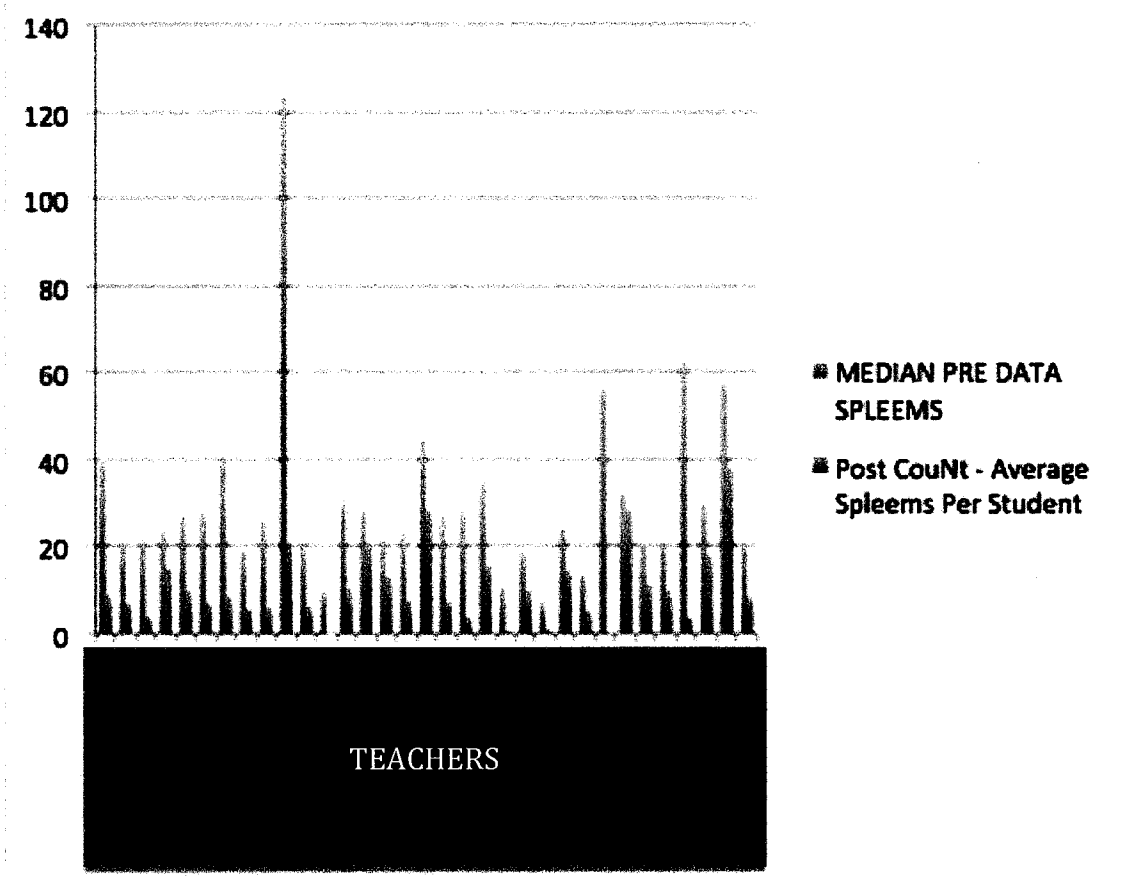
Appendix 8C: Spleem Count Data – Santa

**Data is based on the calculation of spleems per student rather than class aggregates because class sizes varied dramatically (thus class aggregates were not representative).*

AVERAGE PERCENT REDUCTION IN SPLEEMS:	65%		
----------------------------------------------	------------	--	--

There were eighty-nine (89) classes implementing PAX in SFPS.
 Our outside observers counted in forty-eight (48) classrooms.
 There are thirty-three (33) reflected above.
 The fifteen (15) not reflected above are listed below with the associated reasons:

	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
	Not able to retrieve post spleem counts	1
		15



Appendix 9: Spleem Count Assignments (By District)

Appendix 9A: Spleem Count Assignments - Bloomfield

Full Name	Grade	School	
Anna Anderson	4	Naaba Ani	Mamie Becenti-Begay
Jill Caritas		Naaba Ani	Sadie Smith McDaniel
Tina Hudson	6	Naaba Ani	Sadie Smith McDaniel
Michael Miller	5	Naaba Ani	Mamie Becenti-Begay
Anisa Myron	5	Naaba Ani	Mamie Becenti-Begay
Mindy Olson	5	Naaba Ani	Mamie Becenti-Begay
Tina Maria Sanchez	4	Naaba Ani	Mamie Becenti-Begay
Elizabeth Utley	4	Naaba Ani	Mamie Becenti-Begay
Mary Walker	4	Naaba Ani	Mamie Becenti-Begay

Appendix 9B: Spleem Count Assignments - Espanola

Espanola-Objective Observers

Full Name	Grade	School	Observer
Cherilyn Marie Archuleta	1	Abiquiu	Peter
Leihzel Baybayan	2	Abiquiu	Julie
Rosalie Gallegos	K	Abiquiu	Julie
Rebecca Delair	2	Alcalde	Julie
Alyssa Montoya	K	Alcalde	Mónica
Karen Naranjo	K	Alcalde	Mónica
Louanna Martinez	1	Alcalde	Mónica
Rayven Padilla	3	Alcalde	Julie
Christopher Robinson	2	Alcalde	Julie
Cary (Estes) Thrall	1	Alcalde	Mónica
Dorothy Esquibel	1	Chama	Peter
Mary Jane Casados	2	Chimayo	Anika
Maize Elford-White	3,4	Chimayo	Anika
Tammy Lynn Lucier	1	Chimayo	Beth
Richy Lee Pax	1	Chimayo	Beth
Renee Vigil	3	Chimayo	Beth
Eugenia Cornelius	K	Dixon	Peter
Patricia Mondragon	1,2	Dixon	Peter
Gaylen Aguilar	3	ETSalazar	Mónica
Elias Allison	2	ETSalazar	Mónica
Elizabeth Cainski	2	ETSalazar	Mónica
Tina Garcia	K	ETSalazar	Mónica
Bernadette Gomez	1	ETSalazar	Mónica
Holly Martinez	k,5	ETSalazar	Mónica
Marilyn McDonald	K	ETSalazar	Mónica
Andrea Romero-Gonzalez	2	ETSalazar	Mónica
Lydia Sandoval	K	ETSalazar	Mónica
Shannon Sayre	1	ETSalazar	Mónica
Cathy Serrano	1	ETSalazar	Mónica
Kimberly Vigil	3	ETSalazar	Mónica
Melinda Miera	K	Hernandez	Anika
Helen Salazar	1	Hernandez	Anika
Victor Romero	3	Hernandez	Anika
Audrea Atencio	K	LosNinos	Anika
Natalie Gallegos	K	LosNinos	Beth
Melanie Sandoval	K	LosNinos	Anika
Vanessa Trujillo	K	LosNinos	Anika
Alissa Aguirre	3	JHRodriguez	Julie
Monica Lopez	3	JHRodriguez	Julie
Krista Marie Martinez	1	JHRodriguez	Julie
Sadie Martinez	3	JHRodriguez	Peter
Patty Martinez	1	JHRodriguez	Peter
Maria Lourdes Samson	1	JHRodriguez	Peter
Rhine Samson	2	JHRodriguez	Peter
Rosette M	3	JHRodriguez	Peter
Erica N	2	JHRodriguez	Julie
Charito	2	JHRodriguez	Peter

Appendix 9C: Spleem Count Assignments – Santa Fe

Santa Fe-Objective Observers

Full Name	Grade	School	Counter
Patricia Arana	1	Sweeney Elementary	Cynthia F
Rose Block	1	Pinon Elementary	Linda G
Beata Borton	1	Salazar Elementary	Nancy B
Sally Catano	1	Aspen Community Magnet	Jocelyn
Lisa Cisneros	K	Nina Otero Community	Nancy B
Veronica Constantine	2	Aspen Community Magnet	Jocelyn
Karen Cox	1	Amy Biehl	Debra B
Gilberto Cruz	2	Tesuque Elementary	Cynthia F
Mary Susan Dryja	1	EJ Martinez Elementary	Patty
Melissa Duke	K	Amy Biehl	Debra B
Isabel Duque	1	El Camino Real Academy	Linda G
Araceli Enriquez-Trinidad	2	Nina Otero Community	Nancy B
Lydia Espinoza	1	Aspen Community Magnet	Jocelyn
Marguerite Farber	1	Tesuque Elementary	Cynthia F
Caren Garcia	1	El Camino Real Academy	Linda G
Sara Garcia Ruiz	1	Kearny Elementary	Patti
Laura Gayarre Acacio	K	El Camino Real Academy	Linda G
Carrie Gebbie	2&3	Chaparral Elementary	Jocelyn
Trish Gharrity	1	Sweeney Elementary	Nancy B
Zoe Gierman	2	Nina Otero Community	Debra B
Rosa Maria Liera Gonzales	1	Sweeney Elementary	Cynthia F
Madeline Harris	2	Kearny Elementary	patty
Gwen Johnson	2	El Dorado Elementary	Lucia S
Arturo Lujan Lopez	1	Cesar Chavez Elementary	Rita H
Lourdes Toledo Lorente	1	El Camino Real Academy	Linda G
Joan MacLean	1	Cesar Chavez Elementary	Rita H
Marga Matakovich	1	Kearny Elementary	patty
Trinidad Mercado	2	El Camino Real Academy	Linda G
Autem Moya	1	Cesar Chavez Elementary	Rita H
Lucinda Nelson	1	Ramirez Thomas Elementary	Rita H
Arienne Padilla	K	Nina Otero Community	Nancy B
Kyla Proctor	1	Cesar Chavez Elementary	Rita H
Victoria Rael	1	Chaparral Elementary	Jocelyn
Ann Reuland	1	Nina Otero Community	Debra B
Alicia Rivera	2	Chaparral Elementary	Jocelyn
Maria Isabel Rodrigo	K&1	Nava Elementary	Patty
Melissa Romero	1	Amy Biehl	Debra B
Faviola Rosales	1	Sweeney Elementary	Cynthia F
Sonia Rosenberg	1&2	Amy Biehl	Debra B
Gabrielle Salazar	1	Gonzales Elementary	Cynthia F
Berta Sanchez-Lopez	1	Cesar Chavez Elementary	Rita H
Annette Senteney	1	Gonzales Elementary	Cynthia F
Kate Spilseth	1	Nina Otero Community	Debra B
Katharine Sward	1&2	Cesar Chavez Elementary	Rita H
Shelly Tapia	K	Nina Otero Community	Nancy B
Jackie Trujillo	1	El Camino Real Academy	Linda G
Zelda Trujillo	K	Wood Gormley	Patty
Samantha Waidler	2	Nina Otero Community	Debra B

Appendix 10: Teacher Attitudes and Perceptions about PAX, By School District

Bloomfield Public Schools (5 respondents)

1. Anna Anderson (4th Grade, Naaba Ani)

I have been teaching for nearly 15 years. Since implementing PAX ... for the FIRST time in my career, I was able to step outside of my classroom ... go across the hall and talk with one of my colleagues ... and when I returned to my classroom, my students were still on task!!!

2. Mindy Olson (5th grade, Naaba Ani)

Like every teacher experiences, I had two boys in my class who could not get along and I had to really manipulate the seating arrangements to avoid conflicts. They could never be at the same table. With PAX, I am now able to have them be at the same table!!!

3. Mary Walker (4th Grade, Naabi Ani)

I had a student come to me and say "Now that we're doing PAX, you can put me with "so-and- so". I can handle her now!"

4. Myron Anissa (Naabi Ani)

What was your classroom like before you began using PAX GBG?

My classroom was filled with rowdy boys. Those type of boys that are loud, blurt out, and plot together. I also have students form our Behavior program. My class loves to talk and could spend all day talking and "hanging out." For the most part, I could keep them engaged and on task, however the stress level was very high and there were times when I questioned my career choice or if I was being effective.

What did you like about teaching before using PAX GBG?

I like the game aspect of the PAX GBG. Students are very engaged when playing a game or trying to win something.

How did you deal with classroom behavior issues before PAX GBG?

I dealt with behavior depending on the circumstance and the student. I would utilize our special education teacher for time outs, assign extra homework, and lunch detention. For the most part, 5th graders are at a point where they understand why

they are doing something. Therefore, I would pull them aside and discuss the unwanted actions. We would also discuss why it was inappropriate for school. If it continued, I would contact parents and make a plan with the parents. I try to be honest with students and relay behaviors to life outside of school such as do parents accept this type of behavior and would a boss/coach accept this behavior, etc. I try to apply real life scenarios so students understand school is about preparing them for their future and not to “institutionalize” them.

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

As mentioned above, my stress level was pretty high before PAX GBG. There were days when I debated on whether I had picked the right career. However, I would go home and come back the next day. I was very skeptical about how my students would react to the PAX GBG. I have numerous boys that liked to push boundaries and try to gain power within the classroom.

After beginning PAX GBG, I found that my stress level went down tremendously from the first day of implementation. The areas where I became the most frustrated or stressed were the places that students made the most changes. For me, this was in the hallway.

Is there anything else you would like to say about differences that occurred because of PAX GBG?

PAX GBG was implemented towards the end of the school year. Luckily, we got to implement it before we went into our state testing. During our week of testing, it was difficult to implement due to the schedule. Students did ask for PAX games and when/where we could still play the games due to the testing. I also have numerous projects going on at the end of the year. I try to do hands on, fun, building projects to keep students interested in coming to school, but also to bring everything they have learned all year to culminating projects. These were the two times I had difficulty fitting in PAX games. However, when using the verbiage students till understood the implementation and expectations.

What was your PAX start up period like?

I started PAX with writing and speaking/listening activities. Students would list what an ideal school would look like. Then they would share with different partners in the classroom. Then we went into our vision. It was difficult getting them going, but they added more and more as we discussed in whole group. We started with short 3 minute games, after we did an initial spleem count. I used a time when all students were in the room and counted in a 15 minute period. I then discussed how many we had and different reasons for spleems. This laid a foundation for students to “beat” their original spleem count by the end of the year. I wrote the initial spleem count on the board were we looked at it everyday. As we progressed through PAX games, I had some things I needed to change. I found that the colored

bracelets were the biggest spleems my students got during PAX games. Even though we went over what the PAX and spleems before each game. For this, I made lanyards out of ribbon for each student. Lanyards were in the colors of the bracelets. They also had a ring at the bottom to clip group jobs on. Students could put on their lanyard or put it at the top of their table. This helped decrease the spleems. I also made scoreboards for each group. It was difficult for me to keep spleem counts at the front board, so I put it on the students to keep the count. Students in each group rotated the job at each game, so everyone got to be the scorekeeper. I slowly introduced different jobs within the groups. Lanyards were hung on the door, so students would remember not to take them out of our classroom. At lunch or specials, students could hang them on the door or leave them on their tables.

What were the first things you did to begin using PAX GBG in your classroom?

The first things I did in PAX GBG was the harmonica. This helped get control of the class and their attention when needed. This was the first thing implemented and one of the things the students picked up on really well. So well that the teacher next door could be heard and students instantly looked at me. We even utilized it the harmonicas with multiple classes in the gym or lining up after recess.

What did you notice occurring as PAX became normal in your classroom?

The talking about spleems was something I thought was normal. Students would use PAX and spleem words in their everyday routines. Everyone was part of the group and there was little placing the blame on others. This was something I thought my class would struggle with, but they did really well. Even when students were put into groups of one, they still had a group color and were called a group. There was no pointing out they were alone.

What did you add to PAX?

As mentioned above, I changed the bracelets to lanyards. I also made scoreboards for students to easily keep score. Our school as utilizes Conscious Discipline strategies. Each classroom has a Safe Place where students can go to take a minute or need alone time. I rolled a "clause" into our PAX game. If someone from their group was in the Safe Place, they could not be spleemed because they were there for a specific reason. When students rejoined the class, they automatically rejoined the PAX game.

I also had a student that moved in and out of groups into a group of his own. At the beginning, I told him that he only had to win three PAX games to rejoin a group. Due to the multiple times he was removed from a group, I changed this rule. For every time he was moved into his own group, he had to win one more PAX game than he did previous. He started out only having to win three PAX games, then the next time was four PAX games and so on. This helped him understand that he had to work that

much harder to be a part of a group. He did much better after the implementation of this rule.

I also implemented automatic PAX games. This was for things like fire drills. When the alarm sounded, we automatically began a PAX game. This was to review emergency procedures but also show students that PAX games could be in different forms. I am also a part of school's Care Team or Crisis Team. These teams are called when a teacher needs assistance with a student. For next year, I plan to make the Care Team calls a part of the automatic PAX games. This will help behavior when I am out of the room, but also give students an active role in identifying spleems on their own.

What would you tell your funder about PAX?

I was very skeptical at first. I thought my students would not like the PAX games or would think they were childish. This was not the case. Students really took to the PAX games and repeatedly asked for them when we did not have them. I plan to utilize PAX GBG throughout the next school year. I really would have wished to have it at the beginning of this school year, but it's better late than never. My students made tremendous changes in the short time we used PAX. Our school is looking at becoming a PAX School, just from seeing the differences our first round of trained teachers impacted their classrooms and showed PAX around the school. Students and other teachers that were not trained were asking about it and asking for training.

5. Sadie Smith-McDaniel, LMSW (School Social Worker, Naaba Ani)

The classroom next to me is now so quiet now that they're using PAX. I wanted to let you know the amazing things I am seeing while doing the spleem counts. In classrooms with an average of 30 or more spleems before training, I am seeing an average of under 10 now. What an accomplishment!

Santa Fe Public Schools (15 respondents)

1. Vanessa Angel (PAX Partner - New Teacher Mentor)

I wanted to share my experience as a parent of a student who was in a PAX classroom. My daughter is a 5th grader and her classroom teacher attended the very first training for Santa Fe Public Schools.

Initially my daughter was telling me that there was a lot of promiscuous behavior is going on during instructional time. Based on her stories I often wondered where the teacher was when some of these behaviors were going on in the classroom. At times I feel like the kids were left to their own devices. I knew that the teacher was struggling because the principal had to split up the classroom because of some very difficult personalities early on in the school year. Near Christmas break the principal approached me and said that she might be losing yet another teacher. The teacher was new to the school and was just coming out of teaching special ed into regular education. At one point my daughter said that she thought her teacher was going to quit because of some of the things that were being said in the classroom and her teacher was absent quite a bit.

Once the teacher was trained and began implementing PAX, my daughter started using PAX language at home... Often times talking about the games they were playing. Interestingly enough, she noticed that I had some materials and books about PAX was very curious to know how I got them and how her teacher had them too! I explained that many of the teachers were getting trained. I immediately noticed that she was no longer talking about some of the behaviors that were going on previously in her class.

It appear to be calm in the class despite the fact that it was just after testing and nearing the end of the school year! My dad, who is her after-school ride also noted that she was no longer talking about some of the behaviors that were happening in her classroom. Often times he would call me after work to tell me about some of the wild stories she was telling him to see if it was fact or fiction. Quite often I was hearing the exact same stories at home from my daughter. The stories lined up with what my dad was hearing from her right after school.

In the short time that PAX was implemented into my daughter's classroom I think it helped calm behaviors down greatly! One of her favorite games was to make funny faces for 30 seconds!

2. Lee Ann Costello (Art)

Since I am an Art Teacher I chose one group of 6th graders. At first they thought it was dumb but then they started to like it. They especially liked the word "Spleems". They liked being on a team and the prizes but wanted to make up their own. They

liked the Tootles I gave them and I plan on using it with all grades next year. Some kids were telling other kids about it.

I have to ADMIT I DID NOT TRY IT WITH MY WORST CLASS OF 24 KIDS

3. Trish Gharrity

What was your classroom like before you began using PAX GBG?

Pretty chaotic. Classroom management did not work very well for me. I tried several different options... I had 16 boys and 4 girls, 12 IEPs, so there was a lot of management and differentiation that needed to be done.

What did you like about teaching before using PAX GBG?

Everything. I love teaching.

How did you deal with classroom behavior issues before PAX GBG?

Started with a clip behavior chart. Then classroom dojo, whole group red, green, yellow cards. Students stayed in for recess.

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

Very stressful, especially with very high needs students.

What was your PAX start up period like?

Kids were excited to start something new.

What were the first things you did to begin using PAX GBG in your classroom?

Discuss PAX and Spleems. Use classroom chart to discuss what PAX behavior looks like and what spleems look like.

What did you notice occurring as PAX became normal in your classroom?

Kids did great during Granny's Wacky Prizes, but when we were not playing a game, there was not much change.

What did you add to PAX?

Used it in lunch room, as well as add games appropriate for my class.

What would you tell your funder about PAX?

It would work better if implemented from the beginning of the year.

3. Tammy Hall

What did you notice about your teachers and their classrooms when they began using PAX? What did you hear from your PAX teachers after they began implementing PAX GBG?

Classrooms seemed more calm and productive; hallway behavior concerns lessened

Teacher stated that it was easy to implement and that they wished they began the year with it.

4. Prentice Chatfield

One of my PDP goals for next year is: all K-3 Team Leaders trained in PAX.

5. Rose Block (1st, Pinon)

PAX has had a transformative effect in my classroom. Before I used PAX I did not really have any extreme behavior issues, but it was noisy and there were regular instances of tattling and name calling.

My students "bought in" to PAX, and we all love it! Our classroom is so quiet, student productivity has increased, and everyone gets along much more harmoniously. I do much less redirecting, because students have a clear way to measure and monitor their own behavior.

Thanks!

6. Zelda Trujillo (K)

(Via Barbare Moore) An experienced elementary but first year kinder teacher, Zelda Trujillo, said that the program is very helpful in her class and that she wishes she had it when school started!

7. FM Morales (Tech, CCCS)

Thank you for the wonderful opportunity to learn a new strategy to use with the classes. Hopefully the school can get training, and we will be able to use this school wide in the near future. Again...thanks :).

8. Anonymous first year teacher

(Via Chris Eisenberg) During the last counselor training a counselor recounted a story of a first year teacher who was considering leaving the profession due to struggles with classroom management after attending the PAX training, she implemented it in her classroom and plans to be back next year. She feels that she now has the tools she needs to be successful.

9. Marga Matakovich (1st, Kearny)

1. Before PAX the class was somewhat noisy and with the help of the harmonica this calmed and made the kids focus.
2. I love the harmonica because it is soft and cheerful and especially the kids loved to hear it. They wanted me to play it more!
3. There were less behavior issues after using PAX because each class table had points and the winner of the most points got to do a Granny Game! The Kids loved this because it was teamwork, and support with each other at their tables. And at the end of the day if each table collected so many points we did a full class Granny Game!
4. Playing the PAX games made a nice stress relief to the entire class and to me! We all laughed and had a great time!
5. When I get back to my class to set up for the summer, I want to create a poster with the ideas of good listening, waiting for your turn and respect each other! I also need more time to go through the materials to utilize them!
6. I recommended PAX to our Principal, Dr. C.G.

THANK YOU Mikaela for all that you do! Especially to help make things go smoother and happier with the class!

10. Lucinda Nelson

My students were not so well engaged before PAX. They were not as conscientious about learning. Some were not monitoring their own behavior/social skills very well before PAX.

In retrospect, teaching before PAX was not as pleasant or as productive.

Before and during PAX I used a behavior chart. The number of students on yellow (caution, behavior needs improving) was similar daily prior to PAX, and often the same students. After PAX implementation far fewer students were on yellow and the ones who had repeatedly been on yellow often stopped being on yellow at all.

Teaching was more stressful before PAX because students were not as engaged with the learning. After PAX students were more engaged allowing me much more time for interventions in Math, Reading and Writing - interventions could be done during a PAX game and were very productive.

Other things about the difference: In my earlier years as a teacher I sent home notes when students deserved praise. I had done it less in recent years because the lessons became more complex and required more prep. However, the PAX Tootles notes are a very quick and easy way to post praises on a bulletin board for all to see. This quick, easy and simple step took students with chronic behavior problems and turned them into solid citizens. It was amazing and very heart-warming!

PAX start-up was amazingly simple. Students really enjoyed contributing to the poster on a great school environment! It was very easy for them to state what it would look like, sound like and feel like! The students loved and responded to the harmonica - PAX Quiet. We started with 2 minute games, and worked up gradually to longer games. We even did PAX games with transitions, and breaks and students became EXCELLENT with transitions - with breaks and transitions we actually did 40 minute PAX games at times! This in First Grade!

First steps: Poster of the great school environment, PAX Quiet, PAX games, PAX cards I carried with me NOT during games that helped students remember PAX and their part in it.

What I noticed when PAX became normal: LARGE amounts of student engagement, lots of joy in the classroom - they LOVED the games and the prizes. Better behavior wherever the students went.

What I added: I complemented students on a great PAX line. They all then wanted a great PAX line. I called any positive behavior - the PAX way. They really responded to it as well. I even took the PAX feedback cards with us while we were going somewhere in line and they really responded positively. Also, when I wrote out Tootles, I placed a carbon paper between pages and sent a duplicate Tootles (complement note) home to the parents. Parents and students really liked it and responded positively to it! After a follow-up session at B.F. Young, I DID change up group members in the middle of a game, as indicated, which allowed the more difficult students to regroup and eventually win their game! It worked super well! I am very thankful for that follow-up session.

Here is what I would tell the fundraiser: The PAX program has the potential to change entire campuses. Even the last days of school were a delight with PAX. I recall seeing upper grades in our school at the end of school really slacking off, loud in the halls, bodies all over halls - the PAX transformation lasted with my class until the very end of the school year. Students really worked hard at doing the right thing and being considerate of others all year, even on the very last days of school! I was so impressed with the program and its results that I asked if there is a PAX for home

program - which they ARE developing. This could be very helpful for families, especially families with a lot of children under one roof.

Thank you so much for this chance to give feedback. Please pass on my absolute delight with and backing for this program!

11. Jolene Vasquez (Elementary Case Manager / Teacher, Exceptional Student Services, Nina Otero Community School)

What was your classroom like before you began using PAX GBG?

I service students in a resource setting with small groups. Before using PAX, we used counting and other signals for on task behavior. Spleems happened more often with the students that had multiple disabilities.

What did you like about teaching before using PAX GBG?

I enjoyed seeing my students with disabilities make strides and improvements in their goals. I enjoyed knowing I made a difference in their lives and seeing the changes in the attitudes towards their abilities and motivation in their education. Even though we did not have the program for long I believe it helped students improve in behavior and have less spleems.

How did you deal with classroom behavior issues before PAX GBG?

I used other classroom management techniques I learned through out the years. I gave students expectations at the beginning of the year and reviewed them as needed. I used the school wide "High Five" rules in the classroom, as well as the school wide behavior system, with the use of "Thinking Spot" slips. I communicated with parents as needed for major behavior issues or problems that arose. I also followed the "Behavior Intervention Plans"; for my students who had them. I tried sticker charts and other incentives that showed their progress to give them motivation in their own learning. PAX was a better alternative to the techniques taught in college for classroom management.

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

Teaching can be stressful if you lose control of your classroom management. I felt that by learning my students' needs and understanding their specific disabilities, family situations, and educational background made it much easier to teach them, and less stressful. PAX also helped in lessening stressful situations and made the classroom more peaceful. If I had used it from the beginning of the year I feel I would have seen much more impact of the program. Testing and end of the year events sort of interfered with implementing the program.

Is there anything else you would like to say about differences that occurred because of PAX GBG?

I felt that the short time we were given to use PAX did show some difference in the behavior of my students. I feel they responded very well to the harmonica sound and often surprised me on how quiet they could be. I had a larger than normal group of students one day and they stunned me on how well they worked and focused on the lesson.

What was your PAX start up period like?

It was nice, because a good amount of my students were also using it with their general education teachers and social worker. When it was used universally within other settings it seemed to work with more ease for those students.

What were the first things you did to begin using PAX GBG in your classroom?

I took data on the spleems. I then put up the posters and introduced the materials to the students. I had the students in each of my groups do the posters on what they would like to see more and less of. We posted them in the room and took down our old rule poster that we had made earlier in the year.

What did you notice occurring as PAX became normal in your classroom?

I found that students would often use the PAX sign on their own. I wish I would have had more time to play more PAX games.

What did you add to PAX?

I don't think I added anything that I can recall at this time.

What would you tell your funder about PAX?

I feel this is a great program to promote good behavior and motivation in students to be part of a supportive and positive environment. I am going to be at a different school site this upcoming school year and I plan to use the program with my future students at this site.

I am also going to school to become to be a school counselor and hope to promote this program in my future endeavors.

12. Mia Anderson (4th, EJ Martinez)

What was your classroom like before you began using PAX GBG?

My classroom already had a strong sense of community because I believe that is so important to instill in the beginning of the school year in order for children to feel safe to learn. However, my students were a talkative group that sometimes had trouble getting refocused after given a chance to socialize or brainstorm with each other.

What did you like about teaching before using PAX GBG?

I love teaching because I get to experience something new each day, and because I know I am having a positive impact on my students' lives.

How did you deal with classroom behavior issues before PAX GBG?

Before I learned about PAX, I would deal with behavior issues through discussions with students about their choices and responses to conflict. Sometimes there were consequences for behavior that was "against the rules" or completely unacceptable.

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

Teaching has always been stressful because you are constantly thinking about your next move and you are always "on" before and after PAX.

Is there anything else you would like to say about differences that occurred because of PAX GBG?

Students were able to become focused listeners quicker with the use of the PAX quiet.

What was your PAX start up period like?

The start up period was hectic because it fell right before spring break and the PARCC test.

What were the first things you did to begin using PAX GBG in your classroom?

We learned PAX quiet and we made lists of more and less behaviors we wanted to see in our classroom community.

What did you notice occurring as PAX became normal in your classroom?

Students liked to play the game and asked for quiet work time.

What did you add to PAX?

Nothing yet- hope to do more with it next school year!

What would you tell your funder about PAX?

I think it's a great program that has a lot of potential if carried out and implemented from the beginning of the school year. It was a little difficult to implement towards the end of the school year when routines and expectations have been established already. In the future, I think the PD should be offered before the start of school so that teachers can begin their school year using PAX.

Thanks!

13. Michael Granado (Principal, Chaparral)

I have to say emphatically that my teachers that participated were very excited by the quantifiable results of improved behaviors during the PAX time. Our school already had a great handle on behaviors but we noticed that the additional structured support and focus is leading to a sustained approach to discipline management. Our new principal (in cc line) is also a fan of the program. Keep it up and thank you for coming to Santa Fe!

14. Bernice Baca (Counselor, Aspen Community School)

Have gotten such GREAT feedback about this training and program! Sally Catano loves it, and I watched her use it to such wonderful results. I've spoken to David and our Coach about trying to have our entire school trained on this before school starts in August. It would be the first thing in a LONG time that might help bring everyone together finally, K-8.

15. M Susan Dryja

I have been considering retirement because for the first time in 16 years I received a minimally effective score on classroom management skills.

After attending the PAX training I believe this will contribute to a more productive career in teaching my students positive behavior in the classroom that is productive and builds life long learning in a positive manner.

Espanola Public Schools (15 Respondents)

1. Alyssa Montoya (K, Alcalde Elementary School)

Did using PAX make a difference in your classroom?

Using it in my classroom made the expectations more clear to my students and easier for me to explain to them what behaviors needed to be corrected.

2. Stacie Willard (1st/2nd, Velarde Elementary School)

Did using PAX make a difference in your classroom?

Very wiggly at first, but became more calm and listening throughout the game.

3. Renee Vigil (3rd, Chimayo Elementary School)

Will you use it again next year?

Next year I will use PAX, and for the rest of my teaching career.

What do you like best about PAX?

I loved the harmonica. So did the children it was calming. They immediately reacted to the sounds

The students seem to love being PAX leaders.

4. Leslie Martsh (3rd/4th) Velarde Elementary School

What do you like best about PAX?

The best aspects of PAX were the PAX games. They were a huge motivator. They were more focused.

Would you say you or the kids got more out of it?

I thought the program benefited the kids more. Their self-esteem improved.

Will you use it again next year?

Yes, I will use PAX next year and I would like more literature to share with parents.

5. Carlos Villareal (K, San Juan Elementary School)

What do you like best about PAX?

I liked the PAX QUIET and also the games because they included things that kids don't usually get to do in school (Acting Crazy) Also like the harmonica.

6. Dolores Lopez (3rd, San Juan Elementary School)

What do you like best about PAX?

Feel more ease, I don't have to be raising my voice.

7. Andrea Atencio(K, Los Ninos Elementary School)

What do you like best about PAX?

Everything!! I love the harmonica,

8. Vanessa Trujillo (K, Los Ninos Elementary School)

What do you like best about PAX?

Via Outside Observer) Loves all of it! She has seen the students becoming aware of themselves, becoming better for themselves not just to please the teacher. The kids even made up their own reward activities, "Alex Dance."

9. Melinda Miera (K, Hernandez Elementary School)

Has using PAX made a difference?

It's made a huge difference. Students have a greater attention span. For the ones it's worked for, it's helped with phonics because they pay attention to the lessons.

What do you like best about PAX?

I like the focused attention.

10. Elaine Martinez (1st, San Juan Elementary School)

Has using PAX made a difference?

Believe it or not, it really has helped. Any type of test it helps especially. It helps me when things are truly chaotic.

Will you use it again next year?

Definitely next year—it will be easier to incorporate next year.

11. Victoria Esquibel (3rd, San Juan Elementary)

Has using PAX made a difference?

For the students, it's helped with focus. They look forward to the games. I like the language of PAX—opens up a discussion about peace and language—being respectful.

12. Mónica Lopez (2nd, James H Rodriguez Elementary School)

(Via Outside Observer) Monica called the program “amazing” and will definitely use it next year.

13. Alisa Aguirre (3rd, James H Rodriguez Elementary School)

(Via Outside Observer) This teacher thinks PAX has been working. She notices that the students stay focused better. She said it works well on the bus.

14. Edith Allison

What was your classroom like before you began using PAX GBG?

Okay, some problems with siblings and ADHD students, a lot of interruptions due to different schedules and individualized instruction.

What did you like about teaching before using PAX GBG?

The fact that students were involved right away. They caught on quickly and enjoyed the harmonica and rewards combined with class dojo.

How did you deal with classroom behavior issues before PAX GBG?

Win/win. Positive behavior methods, discussion, small groups, point reward system

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

About the same

Is there anything else you would like to say about differences that occurred because of PAX GBG?

Faster than give me 5 plus the voice distances was a plus.

What was your PAX start up period like?

Slow due to parcc, mindplay, sba, star testing

What were the first things you did to begin using PAX GBG in your classroom?

Explained to kids after blowing harmonica once and hanging posters.

What did you notice occurring as PAX became normal in your classroom?

Students responding faster with focus and attention.

What did you add to PAX?

Class dojo, rewards, allowed students to blow harmonica and announce voice distance for activity

What would you tell your funder about PAX?

To continue, train all teachers and admin.

15. Bernadette Gomez

What was your classroom like before you began using PAX GBG?

I felt that my classroom had order and high performance expectations.

What did you like about teaching before using PAX GBG?

The environment of working with children is much more cheerful and hopeful than other environments.

How did you deal with classroom behavior issues before PAX GBG?

I basically was using PAX concepts on my own.

How stressful was teaching for you before PAX GBG, and after using PAX GBG?

The stress level did not change and was the same before and after PAX.

Is there anything else you would like to say about differences that occurred because of PAX GBG?

The students wanted to play PAX.

What was your PAX start up period like?

Very slow and limited.

What were the first things you did to begin using PAX GBG in your classroom?

Explain PAX to the students.

What did you notice occurring as PAX became normal in your classroom?

The time to normalize PAX practice was too short before the end of the year came.

What did you add to PAX?

To PAX directly, nothing.

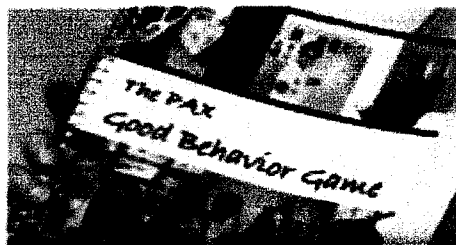
What would you tell your funder about PAX?

PAX is a great tool.

Appendix 11: Flyers – Invitations to Trainings
Sample Santa Fe Flyer

PAX GOOD BEHAVIOR GAME

The PAX Good Behavior Game (GBG) was invented by a 4th grade teacher in Kansas back in the 60's. It is designed to create a classroom environment that is conducive to learning. Evidence shows it reduces off task behavior, increases focus, and decreases aggressive and disruptive behavior. It also has been shown to improve academic success, as well as mental health and substance use outcomes later in life. And, that's just what it does for the students. Teachers who use PAX GBG have said that learning time is increased such that what used to be an hour is now more like 3 hours of instructional time.



TRAINING FOR K-6 TEACHERS

LOCATION: BF Young Building–Sierra Vista Rm

Friday, March 18 – 4:15pm till 6:15pm

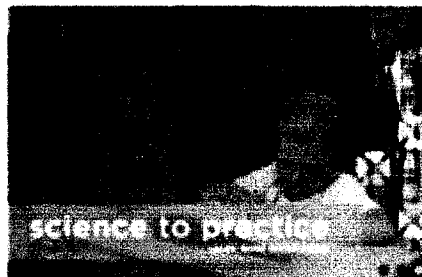
Saturday, March 19 – 8:30am till 3:30pm

You will leave this training empowered to use PAX GBG in your classroom immediately!

Each participating teacher will be given a Game Kit.

What Teachers Are Saying:

- Their students develop self-control.
- Kids really like it!
- It's easy to employ.
- They gain instructional time in the classroom.
- The impacts are immediate.
- Classrooms are more peaceful and harmonious.
- Students focus better.
- It is not another classroom management tool.
It's a lifestyle.



STIPEND (FOR PARTICIPATION): \$400

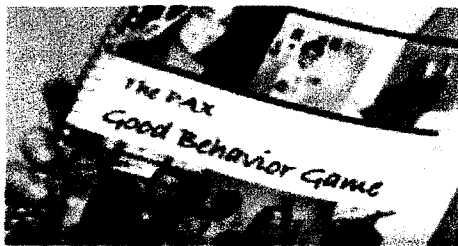
**Co-sponsored by: Office of Substance Abuse Prevention
& SFPS Prevention Program**

**Register by contacting Mikaela Roos: (505) 670-4748
mikaelaros.nm@gmail.com**

Appendix11 - Flyers: Invitations to Trainings (continued)
Sample Espanola Flyer

PAX GOOD BEHAVIOR GAME

The PAX Good Behavior Game (GBG) was invented by a 4th grade teacher in Kansas back in the 60's. It is designed to create a classroom environment that is conducive to learning. Evidence shows it reduces off task behavior, increases focus, and decreases aggressive and disruptive behavior. It also has been shown to improve academic success, as well as mental health and substance use outcomes later in life. And, that's just what it does for the students. Teachers who use PAX GBG have said that learning time is increased such that what used to be an hour is now more like 3 hours of instructional time.



TRAINING FOR 1ST GRADE TEACHERS AND SUPPORT STAFF IN ESPANOLA PUBLIC SCHOOLS

LOCATION: Hernandez Center

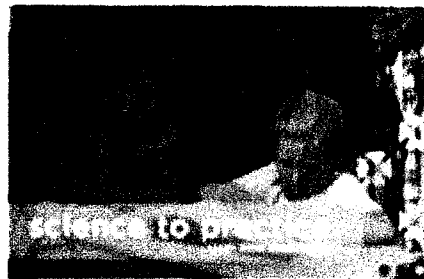
Wednesday (3/16) and Thursday (3/17)

You will leave this training empowered to use PAX GBG in your classroom immediately!

Each participating teacher will be given a Game Kit.

What Teachers Are Saying:

- Their students develop self-control.
- Kids really like it!
- It's easy to employ.
- They gain instructional time in the classroom.
- Impacts are immediate.
- Classrooms are more peaceful and harmonious.
- Students focus better.
- It is not another classroom management tool.
It's a lifestyle.



Appendix 12: Stipend Forms
Sample-Training Stipend Form

**PAX GOOD BEHAVIOR GAME
STIPEND FOR TRAINING & IMPLEMENTATION**

**Co-sponsored by: Office of Substance Abuse Prevention
& SFPS Prevention Program**

A STIPEND OF \$400 IS BEING OFFERED FOR PAX GOOD BEHAVIOR GAME TRAINING & IMPLEMENTATION. PARTICIPANTS WILL RECEIVE \$200 AT THE CONCLUSION OF THE TRAINING SESSION UPON SUBMISSION OF COMPLETED PRE SDQ'S AND WILL RECEIVE \$200 POST PROJECT DATA COLLECTION.

NAME _____

PHONE _____

EMAIL _____

SCHOOL _____

ROLE _____

PRINCIPAL _____

TRAINING DATES _____

VENUE _____

STIPEND PAYMENT #1 - \$200

--	--

month

--	--

day

--	--	--	--	--

year

month

acknowledge receipt

STIPEND PAYMENT #2 - \$200

Upon submission of data

Mailing address

In exchange for this stipend, I agree to implement the PAX Good Behavior Game in my classroom to the best of my ability; to work with project trainers and staff to ensure a high quality implementation; to provide pre and post data during the current school year. Upon submission of my end of year data, Coop Consulting, Inc. will issue the second half of the stipend for participation.

SIGNATURE: _____

Appendix 12 - Stipend Forms (continued)
Sample-Spleem Counter Stipend Form

PAX GOOD BEHAVIOR GAME
STIPEND FOR SPLEEM COUNTING

**Co-sponsored by: Office of Substance Abuse Prevention
& SFPS Prevention Program**

NAME

PHONE

EMAIL

MAILING ADDRESS

STREET ADDRESS

CITY

STATE

ZIP

In exchange for this stipend, I agree to conduct pre and post spleem counts. The pre spleem counting includes two counts. The post spleem counting includes two counts. I understand that I will receive \$100 at the completion of conducting two spleem counts for each of the classroom assigned and submitting my counts (in March). And, I will receive \$100 again at the completion of post counts (in mid-May).

SIGNATURE:
