

PATHS® (Promoting Alternative THinking Strategies)

Program Summary: The PATHS® (Promoting Alternative THinking Strategies) program is an evidence-based violence prevention program that gives children in grades K-6 the skills they need to promote social and emotional development and find positive, nonviolent solutions to social problems. The PATHS® program focuses on teaching children how to express emotions, control their emotions as appropriate, develop effective conflict-resolution strategies, and increase social competency.

Developer: Carol A. Kusché, Ph.D. and Mark T. Greenberg, Ph.D.

Website: [Channing Bete Company](#), Publisher

Organization: PATHS® TMEducation Worldwide

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Frequently Asked Questions

1. What population is PATHS® designed to target?

The PATHS curriculum is a comprehensive program that promotes emotional and social competencies, reducing aggression and behavior problems in preschool through elementary school-aged children, while simultaneously enhancing the educational process in the classroom.

2. What risk and protective factors is PATHS® designed to target?

During research studies, the PATHS® program has been shown to improve protective factors such self control, understanding and recognition of emotions, ability to tolerate frustration, more efficient conflict-resolution strategies, and thinking and planning skills. The PATHS® program has also been shown to directly impact behavioral and emotional difficulties. Replicated findings show decreases in externalizing symptoms (aggression, hyper-active disruptive behavior) and internalizing (anxiety/depressive symptoms), and improvement in peer relations and academic engagement in the classroom.

Protective Factors Targeted for an Increase	Risk Factors Targeted for a Decrease
School Opportunities for Pro-Social Involvement	Low Commitment to School
School Rewards for Pro-Social Involvement	Academic Failure
Social and Emotional Skills	Rebelliousness
Interaction with Pro-Social Peers	Aggressive Behavior
Academic Engagement	Friends' Delinquent Behavior
	Favorable Attitudes toward Antisocial Behavior

3. What kind of outcomes can be expected from PATHS®?

In rigorous clinical studies*, the PATHS® program has been shown to:

- reduce teachers' reports of students exhibiting aggressive behavior by 32%
- increase teachers' reports of students exhibiting self-control by 36%
- increase reports of prosocial peer relations
- significantly improve students' ability to tolerate frustration
- increase students' scores on cognitive skills tests by 20%
- increase students' vocabulary for emotions by 68%
- increase students' ability to use effective conflict resolution strategies
- reduce depression and sadness among students at risk

*at one or two-year follow-up, compared to matched-comparison children

Information and research articles demonstrating the impact of the PATHS® program can be accessed at:

- [PATHS Education Worldwide](#)
- [Penn State University/Prevention Research Center](#)
- [Center for the Study and Prevention of Violence – Blueprints for Healthy Youth Development](#)
- [SAMHSA's National Registry of Evidence-based Programs and Practices \(NREPP\)](#)
- [Collaborative for Academic, Social, and Emotional Learning](#)

4. Who can deliver the PATHS® program?

The PATHS program is designed to be taught by preschool and elementary school teachers and generalized throughout the school day with administrative support. The PATHS® program concepts can be used by all staff in the school including principals, guidance counselors, and support staff. The research leading to the recognition of PATHS® as a research-based program was conducted in school settings. However, the program is flexible and can be adapted to alternative settings, including non-school programs.

5. How is the PATHS® program structured?

Grade level modules: The PATHS® program is a complete kit for each grade level. A kit comes with an Introduction to an instructor's guide, a curriculum manual, posters, parent materials, and other grade specific supplies.

- Preschool/Kindergarten-44 lessons
- Grade 1-52 lessons
- Grade 2-50 lessons
- Grade 3-42 lessons
- Grade 4-40 lessons (plus 4 novel study guides)
- Grade 5/6-36 lessons (plus 4 novel study guides)

Schools implementing PATHS® create a PATHS® community atmosphere by having Control Signal Posters (problem solving steps) posted throughout the school, having school principals/administrators reinforce

PATHS® concepts with students with disciplinary issues and provide their support to teachers with implementation, and having support staff and itinerant teachers trained to use the PATHS® concepts as well. A site's PATHS® trainer consults to help each site develop a plan for strong implementation.

A free online preview of the PATHS® program is available [here](#).

6. What kind of training is needed for the PATHS® program?

Each site should consult with the PATHS® training coordinator to determine the best model of training for their needs. It is important to plan ahead for training and include school administrators, itinerant teachers, guidance counselors, and support staff.

Year 1: Two full days eight to ten weeks apart with an optional suggested booster.

Year 2: Two full days for new teachers eight to ten weeks apart with an optional booster. Full day booster for returning teachers.

Training workshops are led by certified, experienced trainers who help participants gain in-depth knowledge of the program's contents and intended goals. There are certified PATHS® trainers in Pennsylvania; however, all training requests are coordinated by:

PATHS® Education Worldwide
Dorothy Morelli
CEO/Training Coordinator
Phone: 615-364-6606
Email: dorothygm@hotmail.com

Additional training/support that is offered and can be beneficial:

Administrative training should be considered because leadership is a key component to the success of the PATHS curriculum.

Monthly coaching calls.

Classroom visits and follow up support meetings.

7. How much does training cost?

Each site should request an estimated training cost from Dorothy Morelli, PATHS®™Education Worldwide at 615-364-6606 or dorothygm@hotmail.com. There are several types of training models including:

Initial, follow-up/booster, administrator and support staff training are all available as well as ongoing PATHS® consultation. To get accurate costs for these training modules, please contact Dorothy Morelli, PATHS®™Education Worldwide at [615-364-6606](tel:615-364-6606) or dorothygm@hotmail.com for accurate and current training rates.

8. How do I purchase the PATHS® program?

PATHS® program materials are available through Channing Bete, Inc. and can be viewed and purchased online at: <http://shop.channing-bete.com/onlinestore/search.html?newQS=1&gsa=n&key=paths> or by calling 1-800-477-4776. Each site should discuss their needs with Dorothy Morelli, PATHS®™Education Worldwide at 615-364-6606 or dorothygm@hotmail.com or their PATHS® trainer before purchasing the PATHS® program materials.

9. What costs should I budget for?

- **PATHS® grade level program kit for each teacher:**

- Preschool/Kindergarten-Includes instructor’s manual, curriculum manual, storybooks, puppets, our feelings chart, posters, “feeling faces” cards, stickers, coloring books, and a CD with family communication and support materials
- Grade 1-Includes instructor’s manual, curriculum manual, turtle puppet, our feelings chart, posters, “feeling faces” cards, stickers, “Remember To Do Turtle” window clings, and CD with family communication and support materials
- Grade 2-Includes instructor’s manual, curriculum manual, our feelings chart, “feeling faces” cards, posters, stickers, “Control Signals” window clings, and CD with family communication and support materials
- Grade 3-Includes instructor’s manual, curriculum manual, posters, stickers, “How Are You Feeling” window clings, and CD with family communication and support materials
- Grade 4-Includes instructor’s manual, curriculum manual, 4 novels, posters, “Step by Step, Problem Solved” window clings, and CD with family communication and support materials
- Grade 5- Includes instructor’s manual, curriculum manual, 4 novels, posters, “Talk About Bullying” window clings, and CD with family communication and support materials
- **Annual supplies and materials. Check the Channing Bete website for most up to date price listings for PATHS® grade level program kits and supplies/materials:**
<http://shop.channing-bete.com/onlinestore/store.html?cid=134563>
 - Yearly copies of Feelings Faces Cards for grades K-2 and rings.
 - Coping costs for parent letters and home activities.
 - Additional and Replacement posters
 - Replacement and supplemental classroom books
- **Funding to hire a local evaluator at the site’s discretion.** The EPISCenter provides funded sites with a spreadsheet for calculation of measures for reporting outcomes to the Pennsylvania Commission on Crime and Delinquency. Sites may consider identifying an evaluator for additional evaluation services, if desired.
- **Verification of implementation quality visit by developer or designee.** PCCD funded sites are required to have the implementation quality of their program verified by the developer or trainer in year two of their grant. The Fidelity Verification Review Process for PATHS® is outlined [here](#).

Please be aware that a developer or designee may require visits to multiple sites to verify sufficient implementation quality. Potential grantees **need to contact the developer or designee** to get an estimate of the travel and time expenses for the verification of implementation quality visit for their specific site and include that cost in their budget for the second year of grant funding.

The EPISCenter provides a **PATHS® Annual Budget Worksheet** to help plan for annual costs. You can find it on the EPISCenter website: <http://www.episcenter.psu.edu/sites/default/files/ebp/4-8-13%20PATHS%20Budget%20Planning%20Worksheet.pdf>

10. What are some common barriers I might encounter with PATHS®?

One common issue with PATHS® program implementation is teacher buy-in and lack of administrative support both of which are crucial to successful PATHS® implementation. It is important to pre-plan with the Director of Curriculum for your school district on how to address this issue. Demonstrating the

connection between the PATHS® program and the PA Department of Education's Academic Standards and the ease of integrating the PATHS® program into multiple academic areas helps to create buy in with both teachers and administrators. The PATHS® program can help students meet the Common Core Standards for English Language Arts, the American School Counselor Association standards for academic, career, and personal/social development, and the Head Start Standards of Performance. Resources to support these standards can be found on the Channing Bete Company website. <http://www.channing-bete.com/prevention-programs/paths/correlations.html>

It is also important to emphasize how the PATHS® program creates a positive classroom and school climate and therefore lessens the need for behavior management in the classroom and more time is available to be spent on learning.

Getting all staff in a school engaged in PATHS® implementation is another common barrier. Generalizing PATHS® concepts throughout the school day is an integral part of the program and having all staff know and using the general PATHS® concepts for identifying feelings, stopping to calm down and problem solving is important so that students are being given consistent messages.

Other common barriers that need to be addressed in the planning stages are creating a system for collecting data, developing a system for fidelity observations, and engaging parents. Consulting with your PATHS® trainer will help you address any specific concerns related to barriers to implementation for your site.

11. What evaluation tools should I use?

Sites funded by PCCD are required to report quarterly in E-grants utilizing the PATHS® Spreadsheet for Outcomes Analysis and PCCD Quarterly Reporting. The evaluation tools and spreadsheet provide analyzed data from all of the evaluation tools. Sites are expected to monitor implementation quality and fidelity. Fidelity observations are to be conducted by an observer who has been trained in the PATHS® program.

- EPISCenter PATHS® Pre and Post Student Survey (Teacher rating)
- EPISCenter PATHS® Annual Teacher Survey
- EPISCenter PATHS® Disciplinary Referral Form
- EPISCenter PATHS® Administrative Support Form
- EPISCenter Program Monitoring Form (Fidelity observations)

You may obtain copies of these tools by contacting the EPISCenter at 814-863-2568 or download them from the EPISCenter website at <http://www.episcenter.psu.edu/ebp/altthinking/evaltools>.

If more extensive analysis is desired locally, sites may wish to identify additional evaluation support.

The EPISCenter is available to help sites develop an evaluation strategy for the PATHS® Program at (814) 863-2568 or EPISCenter@psu.edu.

12. In what ways can I involve my local prevention board?

- Local collaborative boards can play an important role in program development and sustainability. At start-up, present the research behind PATHS® and share your local goals for the program.
- Provide board members with a fact sheet, the program's logic model, theory of change, and demonstrated outcomes.
- Help them to understand ways in which they can contribute to the program's local success.

- Identify potential program champions or community gatekeepers that can help to build relationships that may lead to program support.
- Provide frequent verbal reports on the program's impact and at least annually provide a written summary of program outcomes.
- Identify board members to become engaged in generating outcome reports and securing sustainability funds.

13. Are there other sites in PA implementing the PATHS® Program?

Please contact the EPISCenter PATHS Prevention Coordinator at 814-863-2221 or EPISCenter@psu.edu to learn about other sites implementing the PATHS® Program in Pennsylvania.

The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Bennett Pierce Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the PA Department of Human Services. This resource was developed by the EPISCenter through PCCD grant VP-ST-24368.

