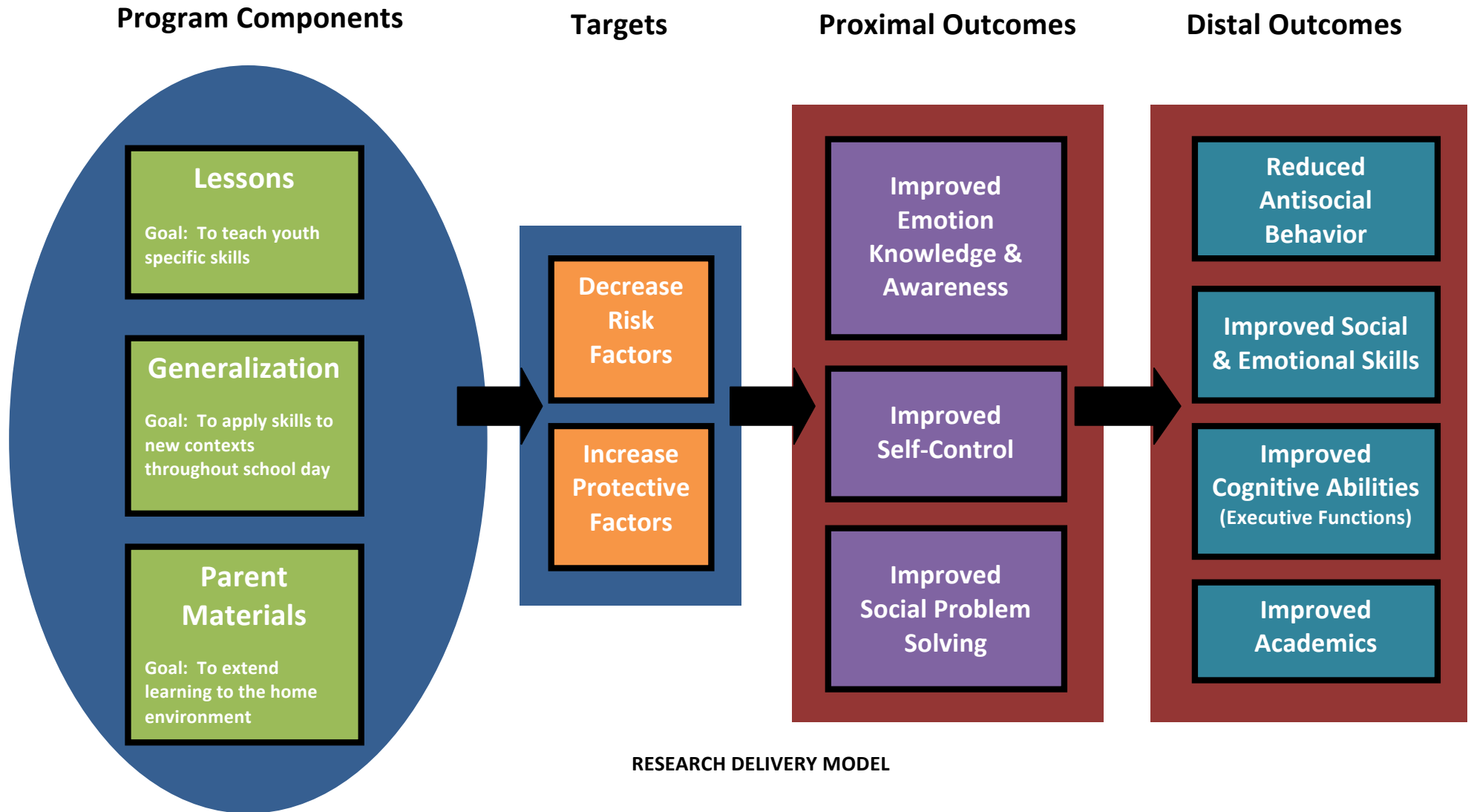


Promoting Alternative Thinking Strategies (PATHS)

Program developed by Mark Greenberg, Ph.D., Pennsylvania State University, and Carol Kusché, Ph.D., University of Washington.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University.



- PATHS is delivered in preschool and in kindergarten through 6th grade.
- PATHS is a classroom curriculum incorporated into daily lessons throughout the school year.
- The PATHS program is designed to be taught by preschool and elementary school teachers and generalized throughout the school day with administrative support.
- Each classroom has a kit that comes with an instructor's guide, a curriculum manual, posters, parent materials, and other grade specific supplies.

Program Components

Program Modalities
 Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors
 Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal Outcomes
 Targeted outcomes that the program is designed to impact *immediately following* program completion.

Distal Outcomes
 Outcomes impacted by the program *months/years following* program completion that have been demonstrated through research.

Lessons
 Goal: To teach youth specific skills

- Lessons taught twice weekly
- Role Plays
- Take home activities

Generalization
 Goal: To apply skills to new contexts throughout each school day

- Use of feeling faces cards for emotional awareness
- Skill practice (Do Turtle & 3 Steps for Calming Down)
- Use teachable moments to reinforce skills
- Integration with other subjects

Parent Materials
 Goal: To extend learning to the home environment

- Problem Solving Meetings
- Letters sharing key concepts and objectives
- Activities to extend learning and encourage practice and discussion

Risk Factors:

- Aggressive behavior
- Impulsive behavior
- Poor problem solving skills
- Poor social skills
- Early initiation and persistent antisocial behavior
- Poor academic performance
- Low school commitment
- Favorable attitudes towards antisocial behavior

Protective Factors:

- Emotional awareness and understanding
- Emotional regulation
- Social skills
- Problem solving
- School opportunities for prosocial involvement
- School rewards for prosocial involvement
- Interaction with prosocial peers

Improved Emotion Knowledge & Awareness:

- Expanded vocabulary for emotions
- Understanding that feelings are important signals and to pay attention to them
- Understanding all feelings are ok
- Labeling feelings as comfortable or uncomfortable
- Recognizing feelings are different from behaviors
- Having empathy for others and their feelings
- Understanding communication of feelings is important

Improved Self-Control:

- Ability to tolerate frustration.
- Awareness of need to stop and calm down when upset
- Less likely to act impulsively
- Healthy coping and stress management

Improved Social Problem Solving:

- Ability to use effective problem solving strategies
- Improved prosocial peer relations
- Confidence in problem solving

Reduced Antisocial Behavior:

- Less likely to show aggressive & impulsive behavior
- Less likely to show disruptive classroom behavior
- Less likely to be rated by peers as aggressive and disruptive
- More likely to show prosocial behavior with peers

Improved Social & Emotional Skills:

- More likely to handle stressful situations in positive ways
- More likely to develop more complex and accurate plans for solving interpersonal problems and conflicts
- More accurate understanding of emotions and their effects on others

Improved Cognitive Abilities (Executive Functions)

- More use of Inhibitory control (being able to efficiently shift thinking)
- More likely to effectively plan during cognitive tasks

Improved Academics:

- More likely to be engaged and attentive in classroom work
- More likely to complete assigned classroom work
- Less likely to allow uncomfortable emotions to affect the learning process