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DEVELOPERS
Dr. Mark T. Greenberg & Dr. Carole A. Kusche

Program proven to improve self-control, emotional awareness and understanding, increase ability to tolerate frustration, improve conflict resolution strategies and problem solving skills.

TARGET: Preschool & Elementary-Age Children
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
Promoting Alternative THanding 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.

Program Components

- Lessons & Extension Activities
  Goal: To teach youth specific skills

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

- Parent Materials
  Goal: To extend learning to the home environment

Targets

- Decrease Risk Factors
- Increase Protective Factors

Proximal Outcomes

- Improved Emotion Knowledge & Awareness
- Improved Self-Control
- Improved Social Problem Solving

Distal Outcomes

- Reduced Antisocial Behavior
- Improved Social & Emotional Skills
- Improved Cognitive Abilities (Executive Functions)
- Improved School Readiness

Created June 2010
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 students' vocabulary for emotions by 68%
- increase students' scores on cognitive skills tests by 20%
- significantly improve students' ability to tolerate frustration plus their ability -- and willingness -- to use effective conflict-resolution strategies
- reduce behavior problems, such as aggression at school (for both regular and special-needs students)
- significantly decrease conduct problems and the percentage of aggressive/violent solutions to social problems
- reduce depression and sadness among special-needs students
- significantly increase teachers' reports of improved behavior in the classroom**
- significantly increase teachers' reports of improved academic engagement**
- significantly reduce students' reports of male students exhibiting aggressive behavior.**

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

**In this study, a grade-level version of the program was supplemented with teacher training and support as well as additional interventions for students with conduct problems.
PATHS® is a curriculum designed to help children learn:

- self-control
- emotional understanding
- positive self-esteem
- relationships
- interpersonal problem-solving skills.
Scripted Lessons
Group Discussions
Role-Plays/Skits
Art Activities
Connection to Literacy
Educational Games
Home Assignments
Parent Materials
Preschool/Kindergarten: 44 lessons

Grade 1: 52

Grade 2: 50

Grade 3: 42

Grade 4: 40

Grade 5: 35
Learn cues to recognize feelings

Learn the relationship between feelings and behaviors

Learn how their behaviors affect their relationship with others
We all have feelings.

All feelings are OK.

Feelings are either comfortable or uncomfortable.

Emotions and behaviors are different.

Feelings provide critical information.

Emotion awareness, labeling, and communication are important.

Feelings are personal.

Feelings vary in intensity.

Feelings change.
When children feel good about themselves, they are more ready to learn, make better choices, and want to be involved in a positive way.

PATHS uses compliments as a way to increase self esteem.

Acknowledge positive qualities in others and in yourself.
1: Say, “Stop”

2: Take a long deep breath

3: Say the problem and how you feel.
3 Steps for Calming Down

1. Tell Yourself to STOP
2. Take One Long, Deep Breath
3. Say the Problem and How You Feel
• What’s the problem?
• What are my alternatives?
• Which alternative is the best?
• Trying my plan
• How did it work?
1. STOP and think.

2. Identify the PROBLEM. (collect lots of information)

3. Identify the FEELINGS. (your own and other peoples')

4. Decide on a GOAL.

5. Think of lots of SOLUTIONS.

6. Think about what MIGHT happen next.

7. Choose the BEST solution. (evaluate all the alternatives)

8. Make a PLAN. (think about possible obstacles)

9. TRY your plan.

10. SEE what happens. (evaluate the outcome)

11. TRY another plan or solution if your first one doesn't work.
Getting Started

- Training
- Materials
- Addressing Common Barriers
PATHS grade level program kit for each teacher
Initial training for all teachers.
A follow up or booster training for all teachers annually.
Training for school administrators, itinerant teachers, guidance counselors, and support staff.
Ongoing Consultation with PATHS trainer.
Yearly copies of Feelings Faces Cards for grades K-2.
Rings for Feeling Faces Cards for grades K-2.
Copies of Parent Letters Home & Home Activities.
Extra posters.
Books from Bibliography List
PATHS Coach
Channing Bete website:

PATHS Training Website:
http://www.pathstraining.com/main/

EPISCenter Website:
http://www.episcenter.psu.edu/ebp/altthinking
Thank You!

For more information including materials from this presentation:

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