PATHS
(Promoting Alternative Thinking Strategies)

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I have a hypothetical question. Suppose a kid at school called me a nasty name...

...should I kick him real hard in the shins?

No, I don't think violence would be justified.

Here's another hypothetical question. What if I already did?
PATHS Teaches the Core SEL Competencies

- Self-awareness: Recognizing one’s emotions and values as well as one’s strengths and limitations.
- Self-management: Managing emotions and behaviors to achieve one’s goals.
- Social awareness: Showing understanding and empathy for others.
- Responsible decision-making: Making healthy choices about behavior.
- Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict.
PATHS
Promoting Alternative Thinking Strategies

• PATHS Kid of the Day
  • Turtle Story
• Feelings Faces
• Control Signals
• Problem Solving

Do Turtle!
ABCD MODEL OF DEVELOPMENT

Developmental Model of Components Necessary for Successful Coping & Adaptation

- **(A)**ffective: ability to manage your emotions
- **(B)**ehavioral: appropriate behavioral skills
- **(C)**ognitive: analytic/logical reasoning skills, independent thinking (decision-making, responsibility for solving own problems)
- **(D)**ynamic: positive self-esteem, healthy personality development
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 special-needs students.

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

There have been four controlled studies with randomized control groups:
- 2 with regular education children,
- 1 with special needs children,
- and 1 with deaf/hearing-impaired children.
Research Results

Findings from the National Fast Track Demonstration Program
End of first grade and third grade
(Seattle, Nashville, rural Pennsylvania)

Improved social adaptation as indexed by reports of:

• **Lower peer aggression** and disruptive scores and higher ratings of positive peer skills as rated by students (Sociometric)

• Lower teacher ratings of disruptive behavior and higher teacher ratings of **academic engagement** (Teacher report)

• **Improved classroom atmosphere** (assessed by Independent Observers-Grade 1)

The above dimensions were analyzed in approximately 150 PATHS intervention classrooms and 150 matched comparison classrooms (randomized trials at the four U.S. sites)
THANK YOU!

For more information on our research and services, contact:

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