PATHS® (Promoting Alternative TThinking Strategies) Preschool
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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 children 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 (Short-term) Outcomes
- Improved Emotion Knowledge
- Improved Self Regulation (Emotion Regulation & EF Skills)
- Improved Social-Cognitive Skills

Distal (Long-term) Outcomes
- Reduced Antisocial Behavior
- Improved Social Competence
- Improved Cognitive Abilities (Executive Functions)
- Improved School Readiness

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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
- Self-regulation

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

Improved Social Competence:
- More likely to handle stressful situations in positive ways
- More accurate understanding of emotions and their effects on others
- Effective conflict resolution
- Acceptance by peers
- More likely to show prosocial behavior with peers

Improved Self Regulation
- Improved emotion regulation
- Increased attention
- Increased inhibitory control (being able to efficiently shift thinking)
- More likely to effectively plan during cognitive tasks

Improved Social-Cognitive Skills
- Perspective taking
- Complex and accurate plans for solving interpersonal problems and conflicts
- Confidence in problem solving

Improved School Readiness:
- 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 learning