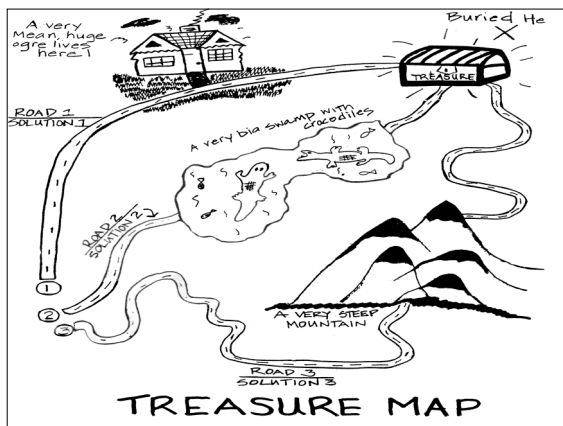


PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT: The PATHS Curriculum

Mark T. Greenberg
Prevention Research Center, Penn State University
mxg47@psu.edu, www.prevention.psu.edu



What is Social and Emotional Learning ?

- Social and emotional learning (SEL) refers to knowledge, habits, skills and ideals that are at the heart of a child's academic, personal, social, and civic development.
- They are necessary for success in both school and life.

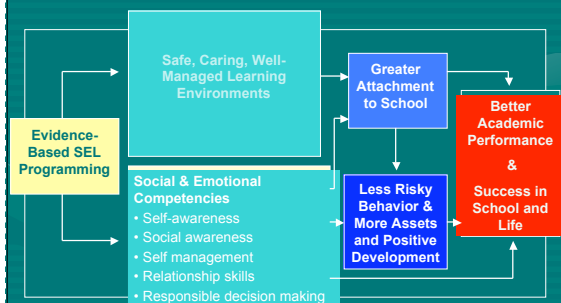
SEL Skills include

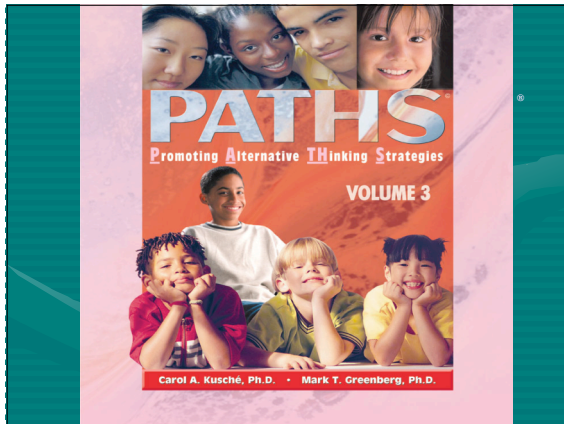
- recognizing and managing emotions
- developing caring and concern for others
- making responsible decisions
- establishing and maintain positive relationships
- handling challenging situations effectively

Children learn social-emotional competencies in the same way they learn cognitive skills:

- Teacher-led instruction
- Multiple, guided practice opportunities
- Feedback and reinforcement
- A supportive classroom context
- Incidental learning in home and community

How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life





What is the History of The PATHS Curriculum?

- **PATHS** was developed by Carol A. Kusché, Mark Greenberg and colleagues beginning in 1981
- Since 1985 **PATHS** has been used over 1000 schools in the U.S. and around the world
- **PATHS** has been translated into French, Spanish, Dutch, German, Czech, Welsh, Greek and Hebrew.
- **PATHS** is identified as one of the Blueprints for Violence Prevention

PATHS Curriculum Objectives

- Control of arousal and behavior through self-regulation
- Focus on affective vocabulary and emotion processing
- Integrate affective, cognitive, and linguistic skills for effective problem-solving
- Promote positive peer relations

ABCD Model

(Affective-Behavioral-Cognitive-Developmental)

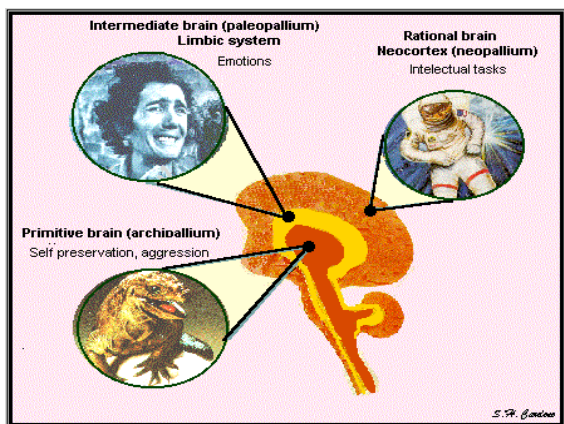
Stages of Developmental Integration

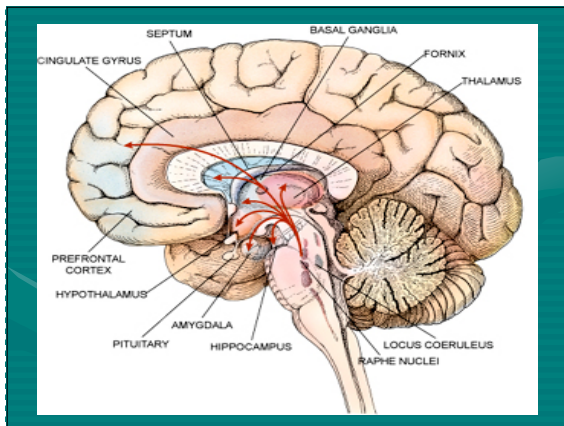
1. **Infancy: (Birth to 18 months)**
 - * Emotion = Communication
 - * Arousal & Desire = Behavior
2. **Toddlerhood: (18 months to 36 months)**
 - * Language supplements Emotion = Communication
 - * Very initial development of emotional labeling
 - * Arousal and Desire = Behavior
3. **Preschool Years: (3 to 6 years)**
 - * Language develops powerful role
 - * Child can recognize/label basic emotions
 - * Arousal & desire > symbolic mediation > behavior
 - * Development of role-taking abilities
 - * Beginning of reflective social planning & problem-solving

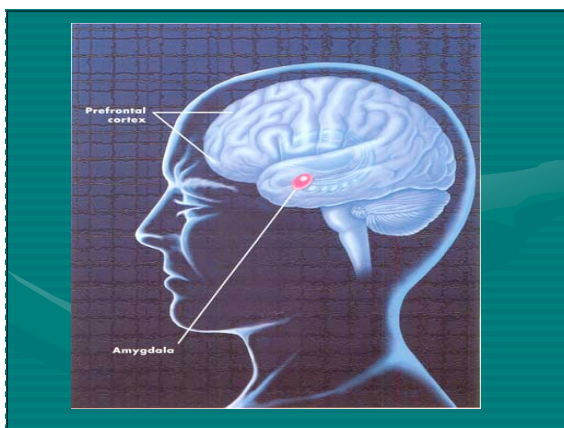
ABCD Model

(Affective-Behavioral-Cognitive-Developmental)

4. **School Years: (6 to 12-13 years)**
 - * Thinking in language has become habitual
 - * Increasing ability to reflect on & plan sequences of action
 - * Developing ability to consider multiple consequences of action
 - * Increasing ability to take multiple perspectives on a situation
5. **Adolescence (12-13 years and beyond)**
 - * Utilize language in service of hypothetical thoughts
 - * Ability to simultaneously consider multiple perspectives







PATHS: Theoretical Models

- ⊕ Developmental Theory on the Integration of Affect, Cognition, Language and Behavior
- ⊕ Neuro-cognitive model of regulatory function of language and emotional awareness for Frontal Lobe Control of Behavior
- ⊕ Ecological model focused on building a caring school environment

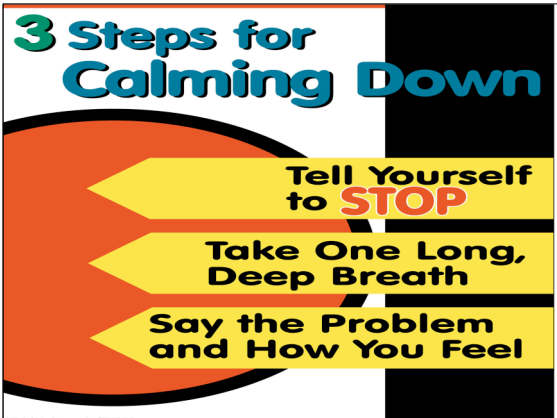
Problem-Solving Outline

When you notice upset feelings:

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. (consider the consequences)
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.



Transparency 3-3



Learning to Calm Down

The Turtle Story and the 3 Steps for Calming Down



Control Signals



Stop
Take a long, deep breath.
Say the problem and
how you feel.

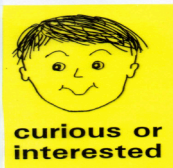
**Make
a
plan**

What could I do?
Would it work?

Go

Try your best idea.
How did it work?

EXAMPLE FEELING FACES








Curriculum Overview – Unit 1

- ❖ Introduction to PATHS®
- ❖ General Rules
- ❖ Introduction to the PATHS® characters
- ❖ PATHS® Kid of the Day
- ❖ Compliments



Curriculum Overview – Units 2 & 3

Basic Feelings I

- ❖ Universal Feelings
- ❖ Happy
- ❖ Sad
- ❖ *Twiggle Makes Friends*
- ❖ Compliments from Friends

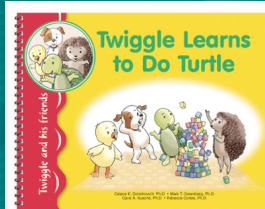
Basic Feelings II

- ❖ Mad or Angry I
- ❖ Scared or Afraid
- ❖ Overview of Basic Feelings
- ❖ Mad II

Curriculum Overview – Unit 4

Doing Turtle: Self Control, Anger Management and Signaling Distress

- ❖ *Twiggle Learns to Do Turtle*
- ❖ Turtle Technique Review
- ❖ Appropriate Turtles
- ❖ Calm or Relaxed



Curriculum Overview – Unit 5 & 6

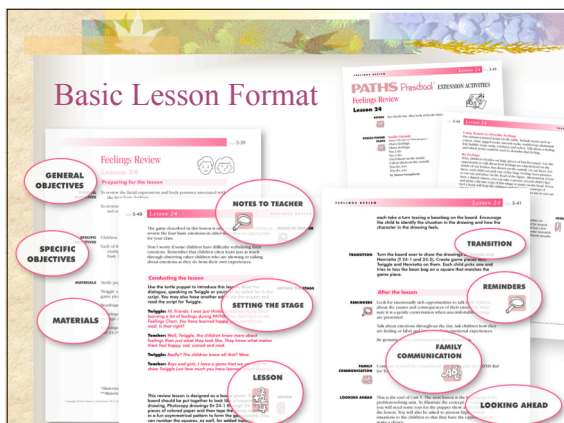
Sharing, Caring & Friendship

- ❖ Sharing & Caring
- ❖ *Twiggle's Special Day*
- ❖ Advanced Compliments
- ❖ Feelings Review

Basic Problem Solving

- ❖ Making Choices
- ❖ Solving Problems
- ❖ Solving Problems with Friends





What is the Optimal Form of Training and Support for Implementation?

- ✓ Initial Training - 2 day workshop
- ✓ PATHS Consultant (PC) visits each class weekly for observation in the first year
- ✓ PC meets with teachers individually or in group for 30 minutes/week
- ✓ PC receives ongoing technical assistance from PATHS Trainer
- ✓ Teachers use PATHS 3X/week for 20-30 minutes

Study Designs

- There have been seven randomized clinical trials with preschool and elementary school-aged children
- Some are quite large (over 6000 children) and others are small (100 children)
- Populations include:
 - Typically Developing Children
 - Children with Learning and Behavioral Disorders
 - Children who are Deaf/Hard of Hearing
 - Both Urban and Rural Populations - Multiple Ethnicities
- All Conducted in the US or The Netherlands

Research Question #1

Can we improved emotional understanding?

Yes

Grades 2-3

- Improved flexibility in discussing emotions
- Higher developmental complexity of emotional understanding

Preschool

- Increased emotion accuracy
- Decreased anger bias

Research Question #2

Can we promote greater social-emotional competence? Yes

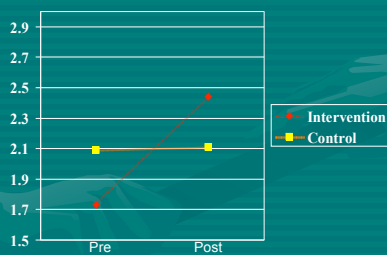
Grades 2-3

- Improvements in teacher ratings of frustration tolerance
- PATHS Classrooms show improvements in peer rated prosociality

Preschool

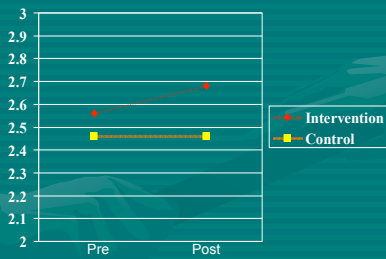
- Improvements in teacher ratings of SEC
- Improvements in parent ratings of SEC

Preschool PATHS Curriculum Effects on Social-Emotional Competence (Teacher)



Scale: PKBS : Social Interaction

Preschool PATHS Curriculum Effects on Social-Emotional Competence (Parent)



Scale: Head Start Social Competence

Research Question #3

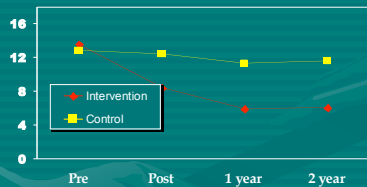
Can we reduce problem behaviors and symptoms of psychopathology? **Yes**

Grades 2-3

- Improvements in teacher ratings of externalizing and internalizing problems (CBCL - Achenbach)
- PATHS Classrooms show improvements in peer rated aggression and hyperactive-disruptive behavior
- Children report lower rates of depressive symptoms

PATHS Universal Intervention

1 Year of Intervention
Child Depression Inventory



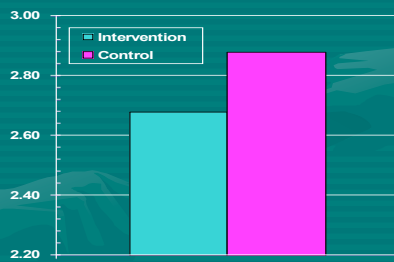
Students Receiving PATHS in Grade 2 and 3 significantly decline in self-report of symptoms of depression and sadness

Kam, Greenberg & Kusche 2004

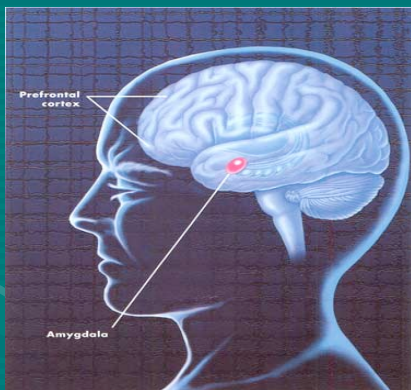
Research Question #4

Can use of an SEL Program improve Classroom Climate? **Yes**

End of First Grade (1 Year of Intervention) Observed Classroom Atmosphere



Fast Track Study - 378 Classrooms - 6715 children
CPPRG, 1999 - Journal of Consulting and Clinical Psychology



Pre Frontal Functions

- **REGULATIVE**
INHIBIT AND MODULATE ATTENTION
- **EXECUTIVE**
PLANNING AND GOAL-SETTING
(Working Memory)
- **SOCIAL**
INTEGRATION OF EMOTION AND
REASON FOR SOCIAL DECISION-MAKING

Research Question #5

- 5a. Does the Intervention alter Executive Function?
Stroop - (Inhibition)
Verbal Fluency (Working Memory)
- 5b. Do changes in Executive Function mediate the relation between intervention and decreased aggression or internalizing problems?

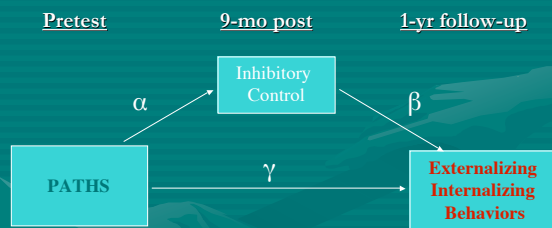
Stroop Test - Part 1

RED	GREEN	BLUE	YELLOW	PINK
ORANGE	BLUE	GREEN	BLUE	WHITE
GREEN	YELLOW	ORANGE	BLUE	WHITE
BROWN	RED	BLUE	YELLOW	GREEN
PINK	YELLOW	GREEN	BLUE	RED

Stroop Test - Part 2 - Inhibitory Control

RED GREEN BLUE YELLOW PINK
ORANGE BLUE GREEN BLUE WHITE
GREEN YELLOW ORANGE BLUE WHITE
BROWN RED BLUE YELLOW GREEN
PINK YELLOW GREEN BLUE RED

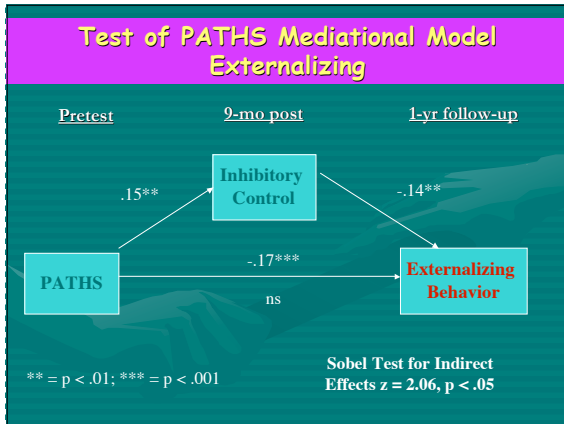
Hypothesized PATHS Mediation Model

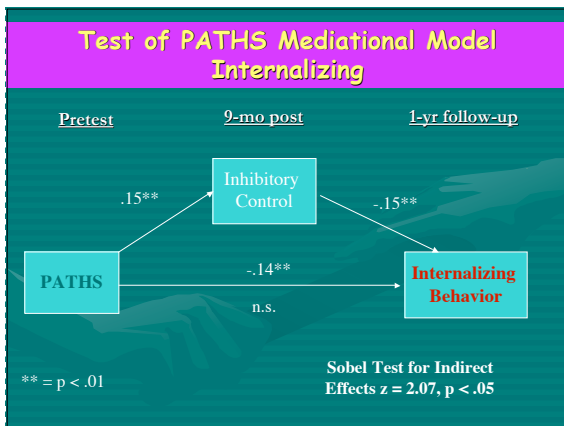


Riggs, et al. (in press)

Participants

- 318 regular education students in the Seattle School District.
- Random assignment of four schools
- Mean age = 8 years (2nd and 3rd grade students).
- 55% White, 33% African-American, & 12% Asian-American, Native American, or "Other."





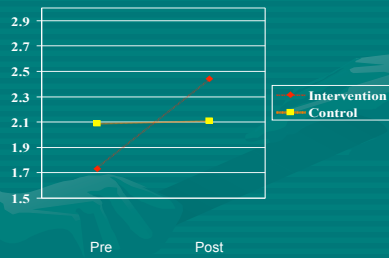
How is PATHS Taught?

- PATHS is designed to be taught directly by teachers approximately 3 times per week throughout each school year.
- However, it is important to ensure that children generalize (i.e., apply the new skills in other situations) the use of PATHS skills to the remainder of the school day and to other contexts.
- Thus, generalization activities and strategies are incorporated to be used throughout each school day and materials are included for use with parents.

Research Findings

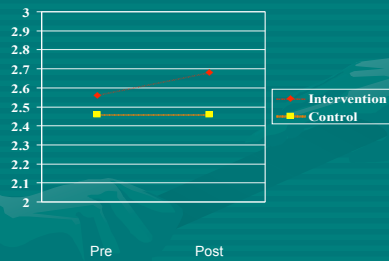
- ❖ With appropriate support, Head Start teacher can effectively implement PATHS with fidelity and alter children's outcomes in a one year period.
- ❖ Preschool PATHS improved children's social competence according to:
 1. Multiple reporters of behavior (teacher & parent)
 2. Direct child measures
 - increased emotion accuracy
 - reduced anger bias
 - effect sizes (.28 to .40)

PATHS Curriculum Effects on Social-Emotional Competence (Teacher)



Scale: PKBS - Social Interaction

PATHS Curriculum Effects on Social-Emotional Competence (Parent)



Scale: Head Start Social Competence

Factors Influencing the Quality of Implementation

- Long-term Planning
- Effective Training
- Ongoing Consultation
- Administrative Leadership

Implementation Measures

- Teacher Implementation
 - How well are PATHS concepts and skills taught by the teacher?
 - How well is the teacher generalizing PATHS skills across the classroom day?
- Principal Support
 - Quality of support for PATHS
 - Quality of support for the PATHS technical assistance team

Figure 2. Predicted Change of Student Aggression (High Quality of Implementation)

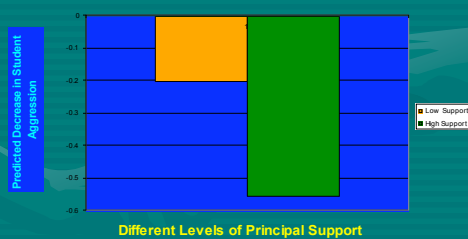
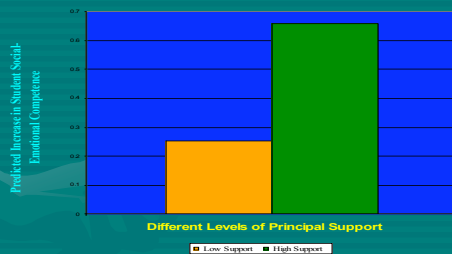


Figure 3. Predicted Changes of Student Social-Emotional Competence (High Quality of Implementation)



Change Requires Sufficient Pre-planning

Implementation of an SEL program is difficult because it creates change. Pre-planning which provides information and builds awareness and a sense of efficacy makes the transition smoother.

Pre- Planning

- Develop awareness
- Develop buy-in
- Create incentive to change
- Understand and deal with past history of program implementation

Key Role of Administrative Support

As there will always be at least some resistance to change, support from Center or Agency Director is critical.

Administration plays a key role in program implementation and effectiveness.

Start Small with Quality Implementation

It is often effective to start small with a pilot year that provides ample and ongoing support to teachers and demonstrates feasibility in a particular context.

Fidelity and Diversion from the Model

Negative adaptations

- Shortening Program
- Omitting Critical Elements
- Reduced Training
- Lack of Generalization to other school staff

Diversion from the Model

Positive adaptations

- Maintains Critical Elements
- Maintains Training
- Adapts materials for local needs
- Integrates with existing programs
- Adds components to build comprehensiveness

Meet Needs of Teacher for Behavior Change and Academic Needs

PATHS focuses on providing two factors that are important for meeting teacher concerns.

- ❖ It provides clear techniques to support the new behaviors throughout the day.
- ❖ PATHS directly bridges to language arts and social studies. Teachers learn how an SEL program can help them meet academic standards and implement SEL curricula at the same time.

Sustainability is a Process

- It requires buy-in from both teachers and administrators who have had sufficient experience to see the program work effectively in their context.
- This requires 3-5 years of implementation. Thus, a long-term plan for training and support is essential to move toward sustainability.

THINKING CREATIVELY ABOUT KIDS AND ENVIRONMENTS

“If you only have a hammer, you
see every problem as a nail!”

Ralph Waldo Emerson

Integrated Social Development Programming for Young People

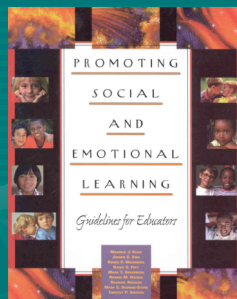
Planned, Systematic
Classroom-Based SEL
Instruction and a
Supportive School
Climate

Coordinated Mental
Health and Health
Services that Reinforce
SEL Instruction

School-Family
Partnerships to Enhance
Social, Emotional, and
Academic Competence

After-School and
Community Activities
that are Coordinated
with School SEL Efforts

Learning: *Guidelines for Educators*





The Collaborative For Academic
Social and Emotional Learning

<http://www.CASEL.org>
