

PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT: Promoting Resilience and School Success with The PATHS Curriculum`

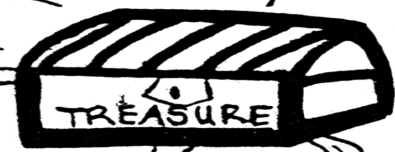
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Pennsylvania State University

mxg47@psu.edu

A very
Mean, huge
ogre lives
here!



Buried He
X



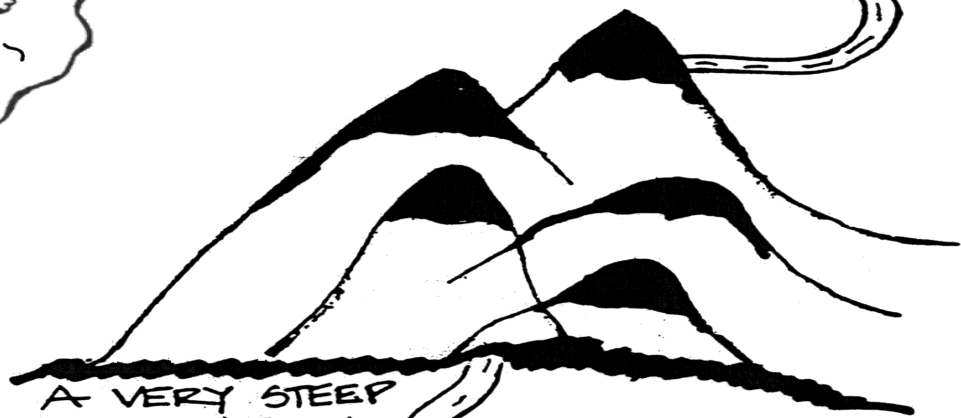
ROAD 1
SOLUTION 1



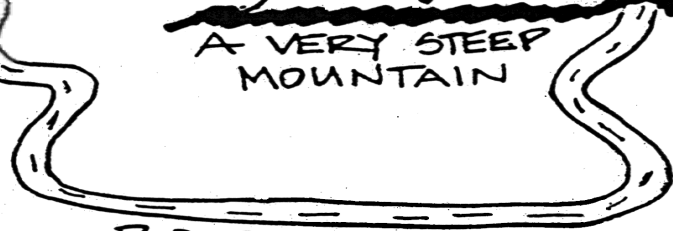
A very big swamp with
crocodiles



ROAD 2
SOLUTION 2



ROAD 3
SOLUTION 3



TREASURE MAP



Leader



Recorder



Collector



Reporter

Good Morning!



What I will discuss

- The importance of self-awareness for children and adults
- How new ideas on Social and Emotional Learning can lead to even greater Learning and Social Outcomes
- Why the Personal Development of Teachers is so Important for Children!!

It is better if one can prepare ahead and some kinds of preventive systems. Once you have already experienced a trauma it is very difficult to correct it. So I always stress the importance of a proper education from the young child further. So, when they pass through the difficulties of life I think because of certain kinds of mental concepts or inner strength the external difficulties may not disturb much. This is something we can do - this is doable.

HIS HOLINESS THE DALAI LAMA (2000)
Mind & Life Dialogue, Dharamsala

Undesired Related Outcomes

Poor School
Achievement
Poor Mental Health
Aggression/Violence
Early Substance Use

Underlying Shared Constraints

Impulsive Action
Emotion Dysregulation
Insecure Relations w/
Parent, Teachers, Peers
Dangerous Neighborhoods



Resilience Factors that create Well-Being for Children

- ❖ Self-Control/Emotion Regulation
- ❖ Cognitive Abilities - Problem Solving Skills
- ❖ Building Attention and Learning Capacity
- ❖ Healthy relations with peers and adults
- ❖ Safe, Welcoming, Caring Classrooms



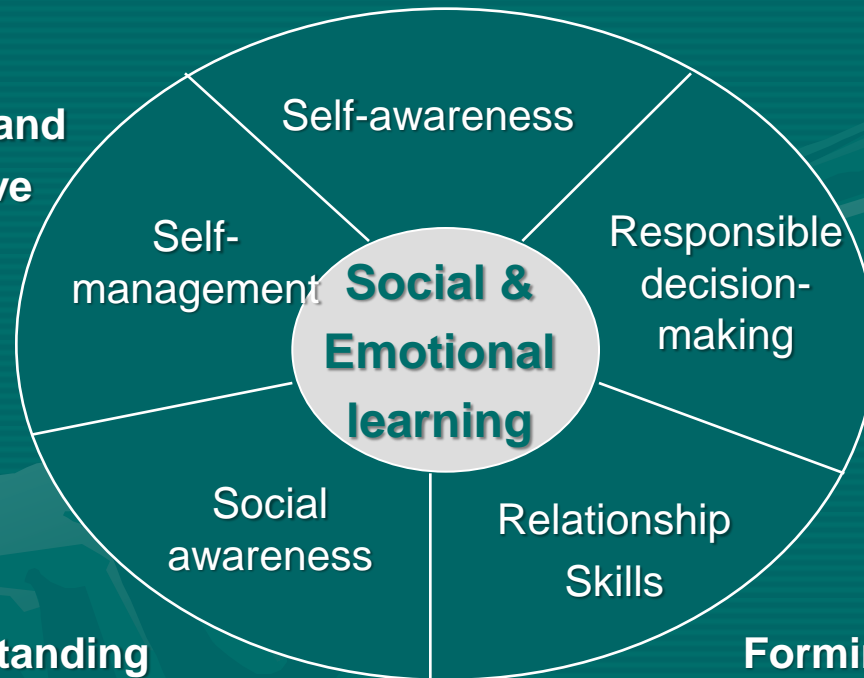
PATHS Teaches the Core SEL Competencies



Recognizing one's emotions and values as well as one's strengths and limitations

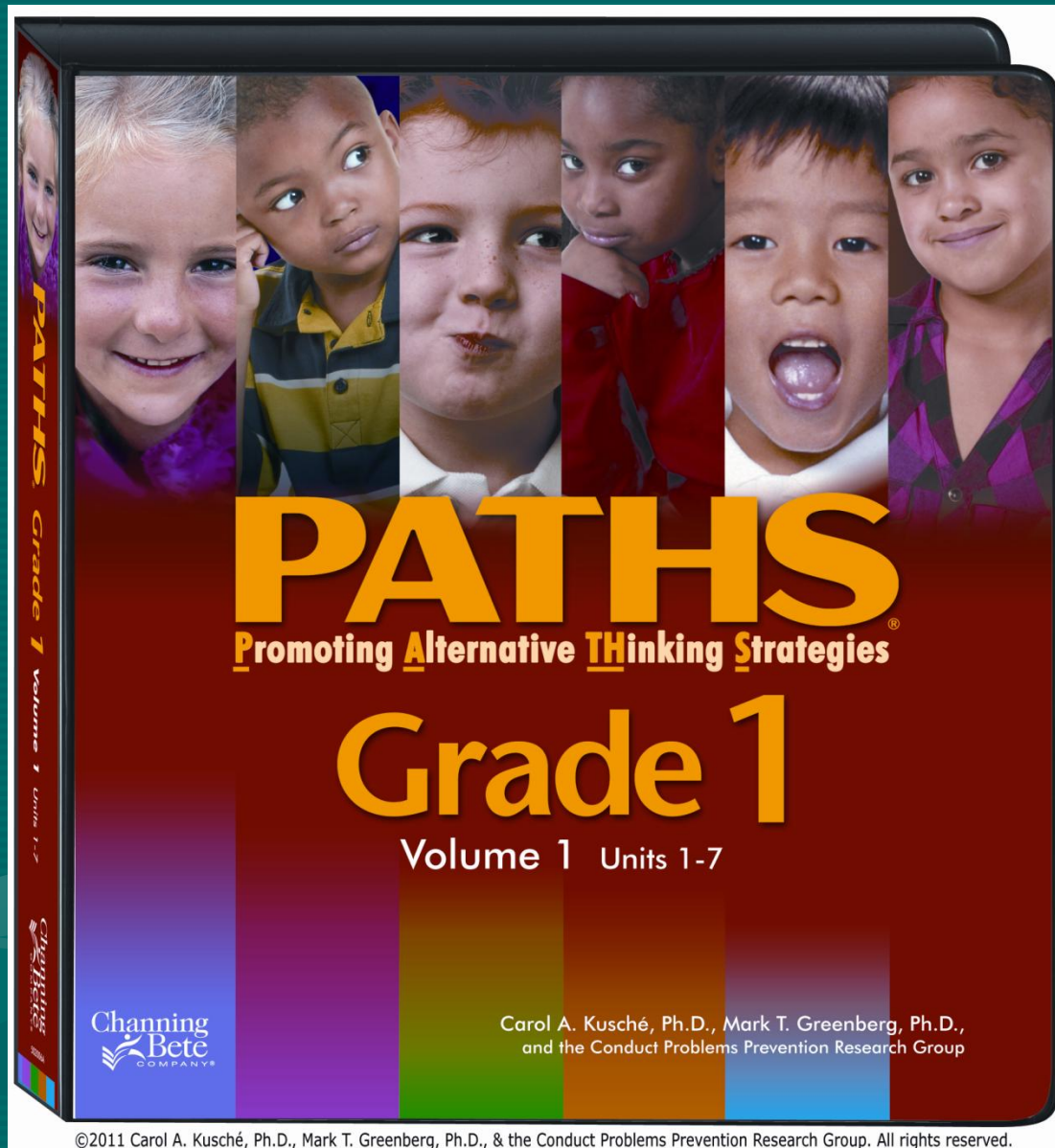
Making healthy choices about behavior

Managing emotions and behaviors to achieve one's goals

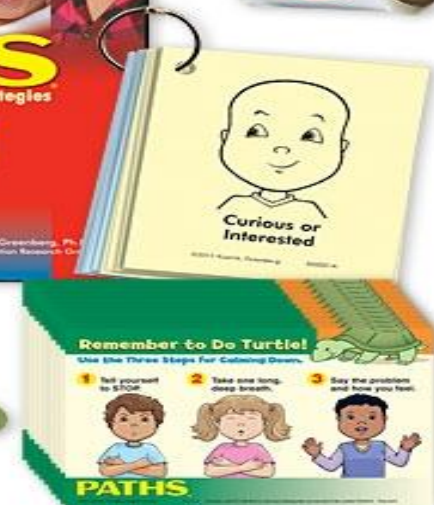
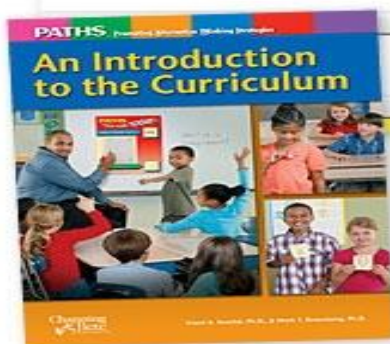
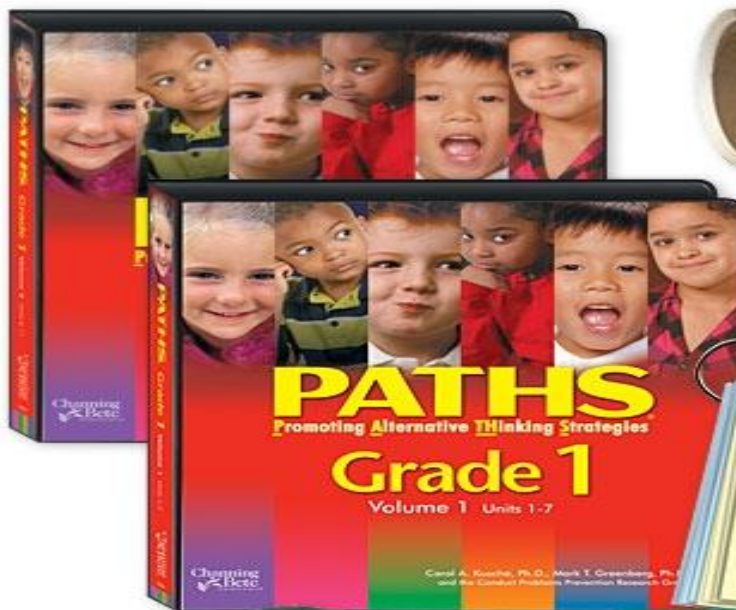
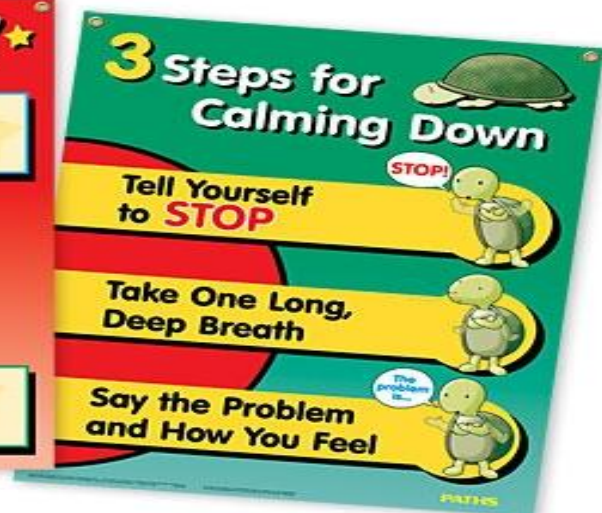
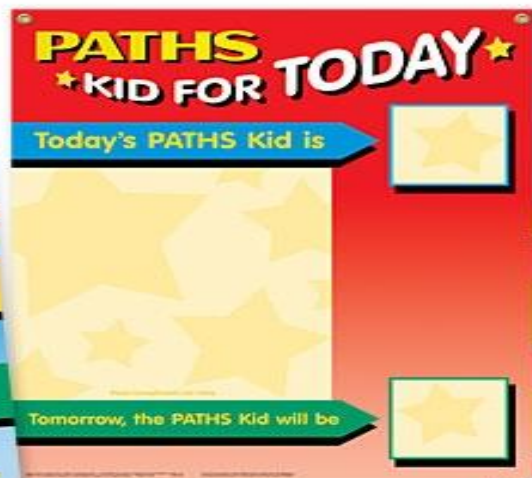


Forming positive relationships, working in teams, dealing effectively with conflict

Showing understanding and empathy for others



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What is The PATHS Curriculum?

- School-based model of Social and Emotional Learning
- Taught by the teacher on a regular basis
- Versions developed for both preschool and elementary school-aged classrooms
- Developed in 1981
- Used in over 1000 schools throughout the world
- Translated into PATHS has been translated into French, Spanish, Dutch, German, etc.
- Identified by Multiple Federal Agencies as an Effective Program

The PATHS Curriculum

"Living" The Golden Rule

"Treat Others the Way you Want to Be Treated"

- Awareness of emotions states in oneself and others
- Putting feelings into words
- The ability to calm oneself down when feeling highly emotionally aroused
- Planning ahead and considering the effects of your behavior on others
- Developing greater empathy/compassion for others

Essential Components for PATHS

- Skill Building for Both Students and Teachers
- Close integration with Literacy and other Academic Subjects
- Generalization: Create opportunities to use these skills throughout the day
- Provide students feedback and recognition for performance
- Provide sufficient Technical Support to teachers
- Building Leadership to Support Teacher Implementation
- Involve Parents

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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.
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.

ER

CALVIN AND HOBBS / Bill Watterson

I HAVE A HYPOTHETICAL QUESTION. SUPPOSE A KID AT SCHOOL CALLED ME A NASTY NAME...



9-19

© 1985 Universal Press Syndicate

... 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?

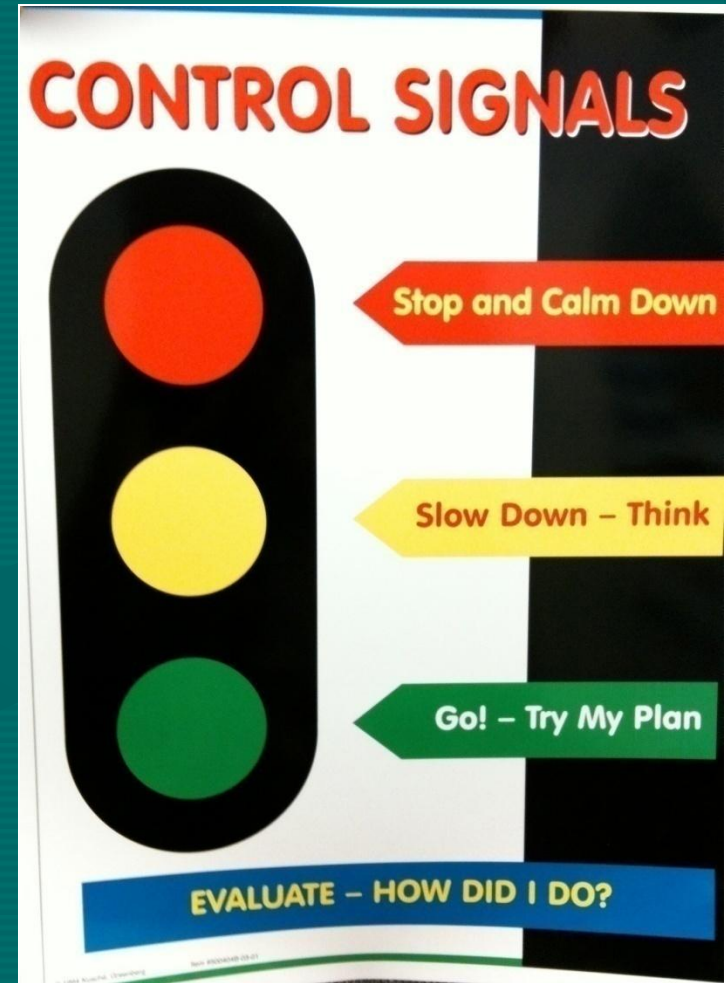
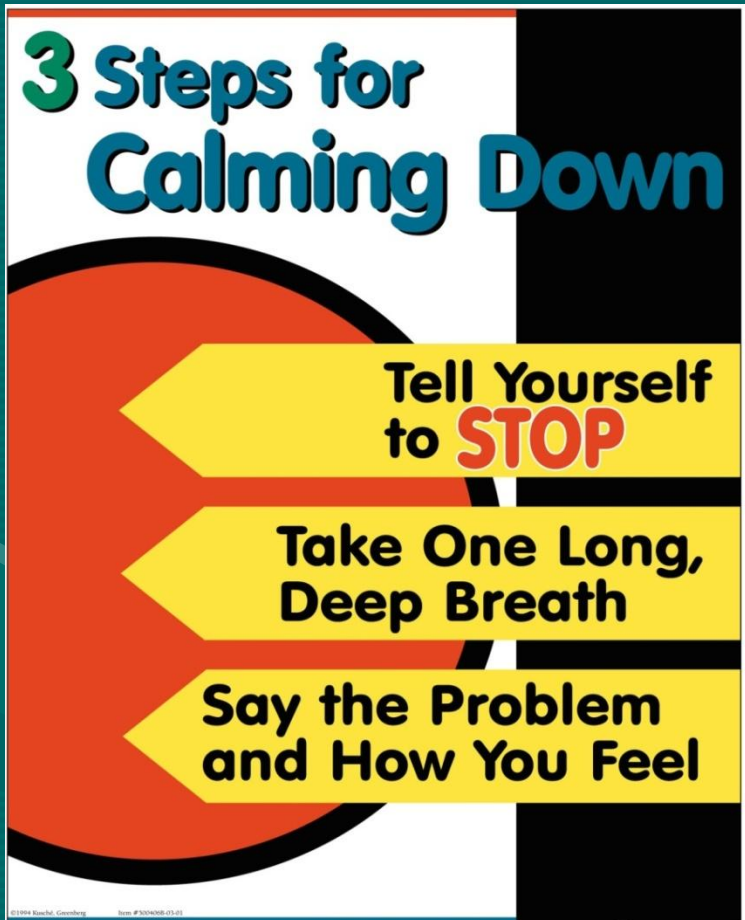


Learning to Calm Down

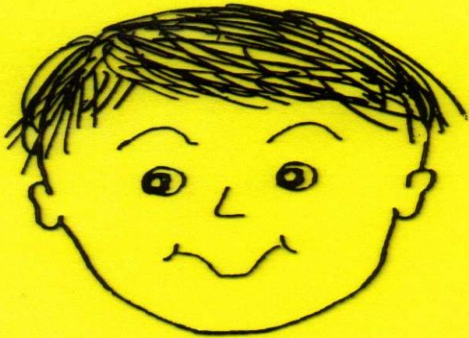
The Turtle Story and the 3 Steps for Calming Down



Learning Self Control



EXAMPLE FEELING FACES



**curious or
interested**



kind



excited



ashamed



frustrated



**mad
or angry**

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, The Netherlands, Switzerland

Research Question #1

Can we promote greater social-emotional competence? **Yes**

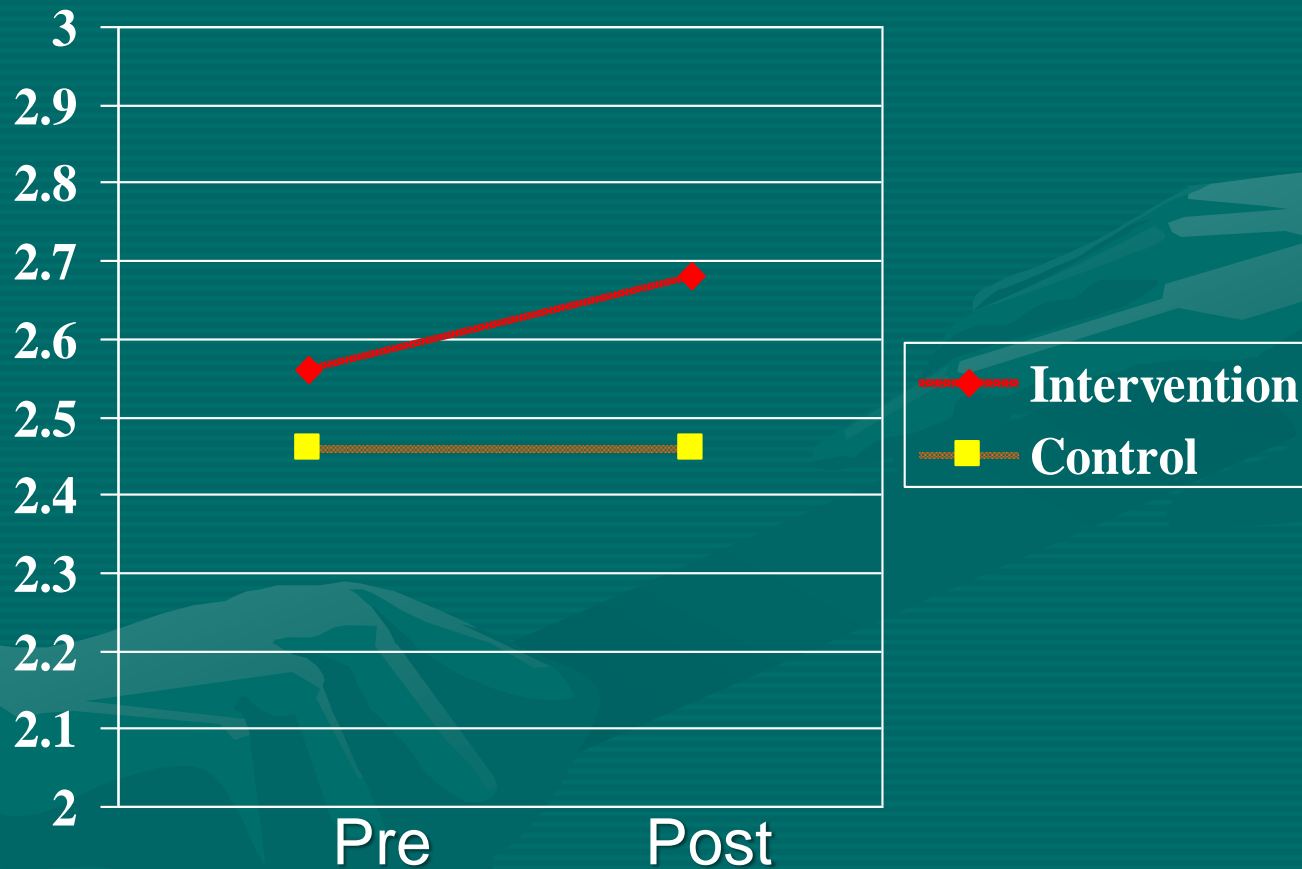
Grades 2-3

1. Improvements in teacher ratings of frustration tolerance
2. PATHS Classrooms show improvements in peer rated prosociality

Preschool

1. Improvements in teacher ratings of SEC
2. Improvements in parent ratings of SEC

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



Scale: Head Start Social Competence

Research Question #2

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

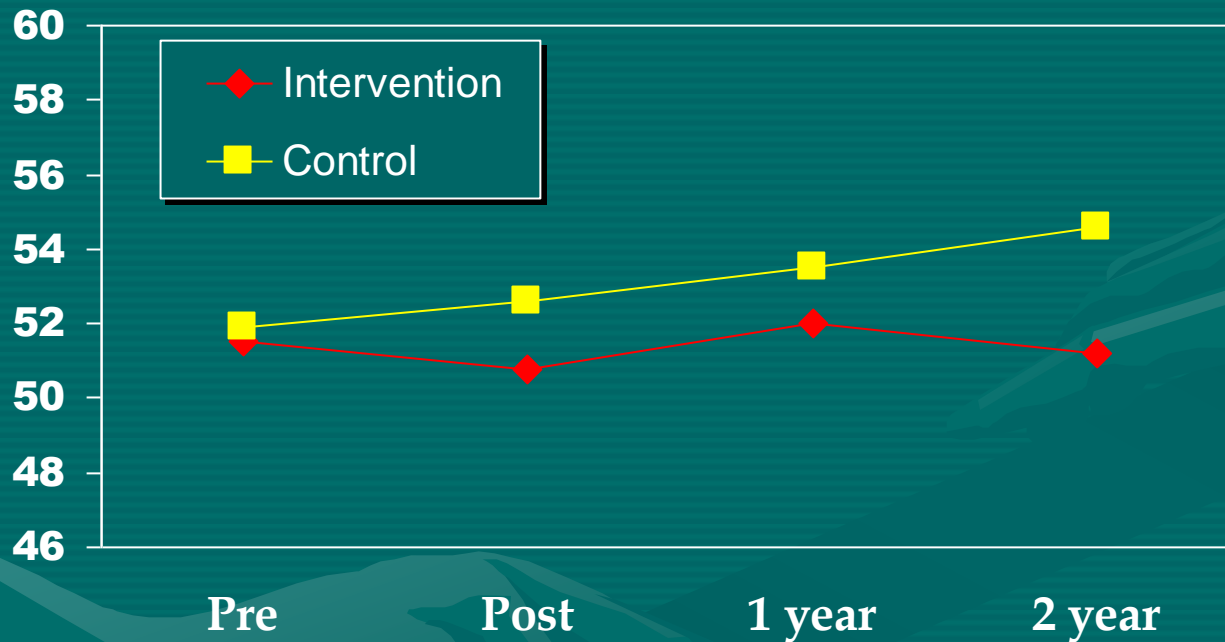
Grades 2-5

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

PATHS Universal Intervention

1 Year of Intervention

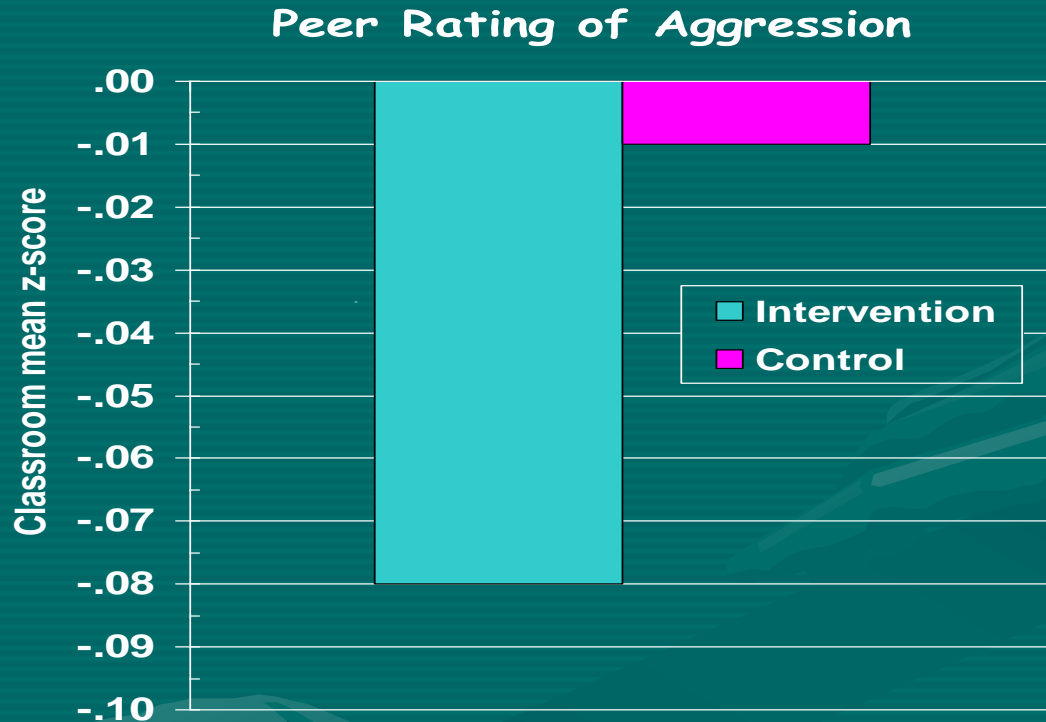
Teacher TRF Externalizing Behavior



Students Receiving PATHS in Grade 2 and 3 show less increase in ext problems 2 years post-intervention

PATHS Universal Intervention

End of First Grade (1 Year of Intervention)

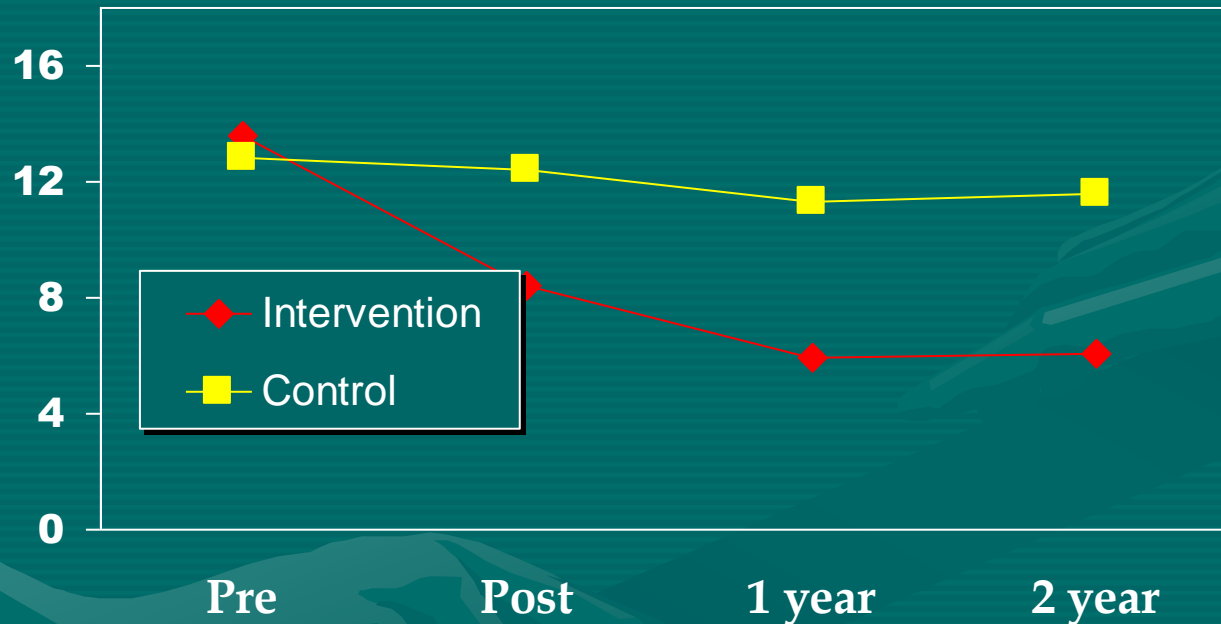


Children who receive PATHS rate their classmates as significantly less aggressive than do children in randomized comparison classes

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

PATHS Universal Intervention

1 Year of Intervention
Child Depression Inventory



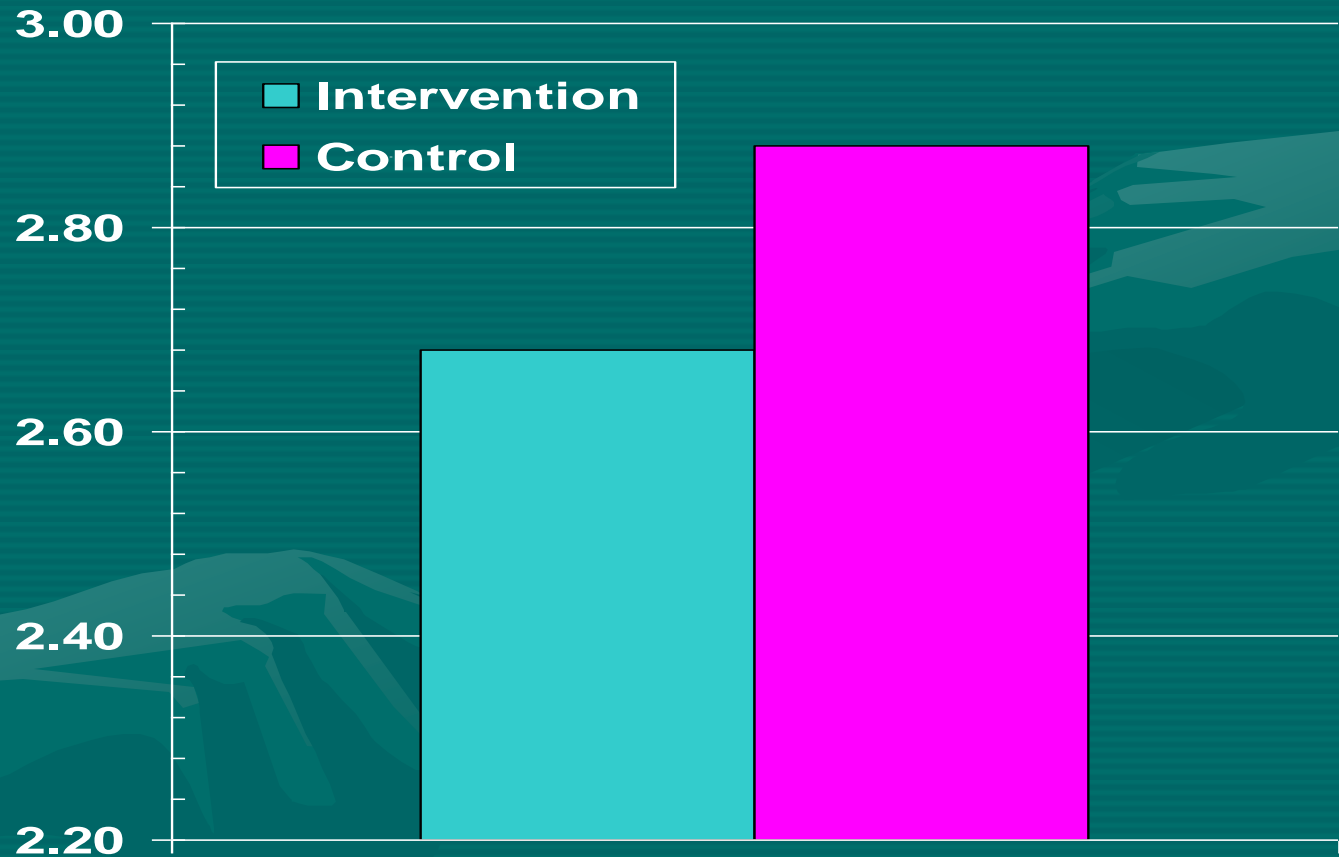
Students Receiving PATHS in Grade 2 and 3 significantly decline in self-report of symptoms of depression and sadness

Research Question #3

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

A faint, stylized illustration of two hands shaking, symbolizing agreement or partnership, is visible in the background of the slide.

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

Research Question #4

- Does PATHS Impact Brain Activity?
- The Importance of Language and Executive Functions

Words provide a moment of recognition and delay in which discomfort over feeling might have a chance of being handled in ways other than denial or immediate discharge through action. Words facilitate coping-emotions that are identifiable, known to and shared by others.

Fred Pine (1985)

Language and Emotion

Verbalizing our feelings makes our sadness, anger and pain less intense by altering brain activity



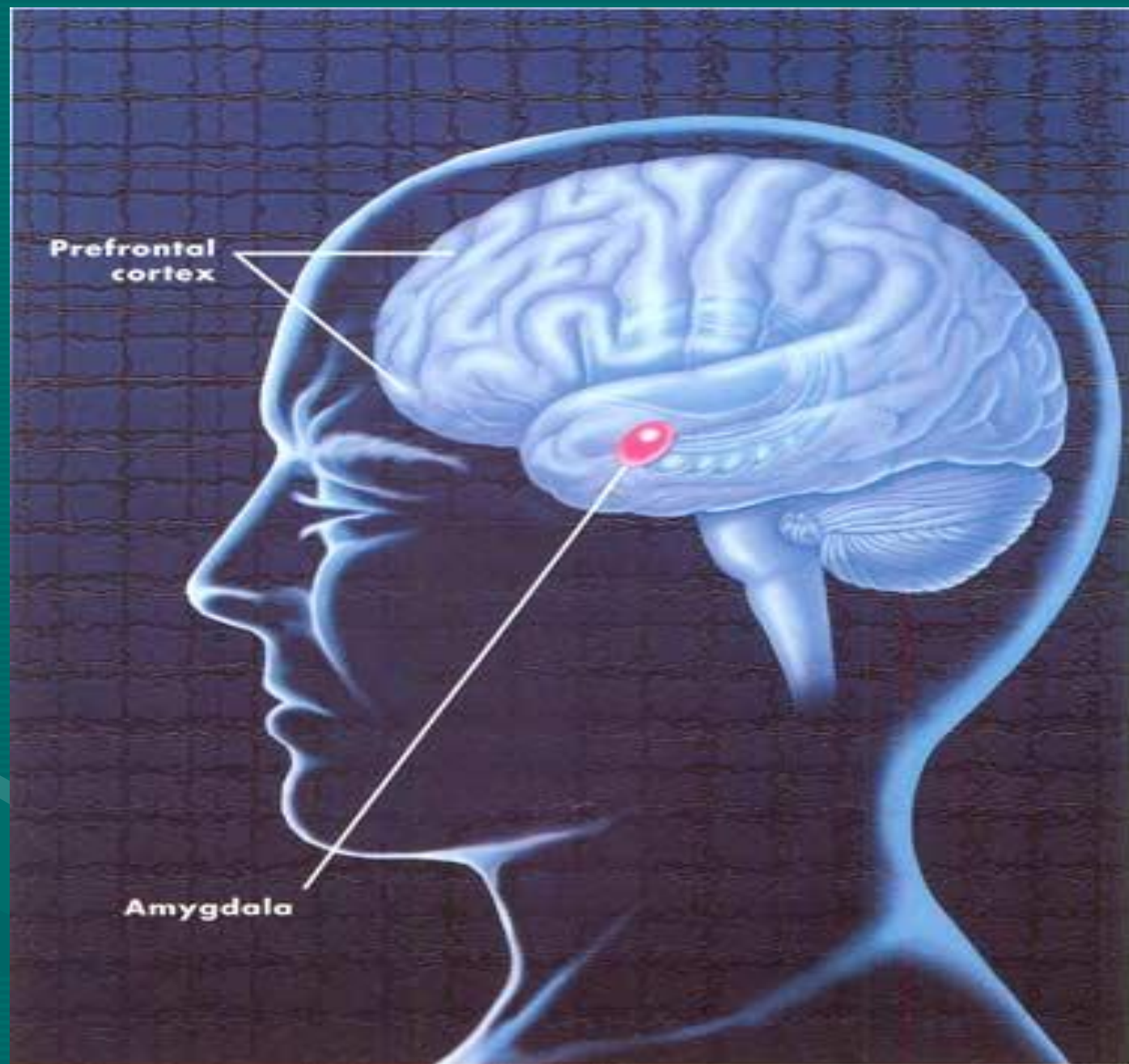
Increased
Activity in the
Amygdala

7
Labelling the
emotion "Angry"

Decreased
Amygdala
Increased Right
Ventro-lateral Pre-
Frontal Brain

Pre Frontal Functions

- **REGULATIVE (Self-Control)**
INHIBIT AND MODULATE ATTENTION
- **EXECUTIVE (Problem Solving)**
PLANNING AND GOAL-SETTING
(Working Memory)
- **SOCIAL (Effective Action in Context)**
INTEGRATION OF EMOTION AND
REASON FOR SOCIAL DECISION-MAKING



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

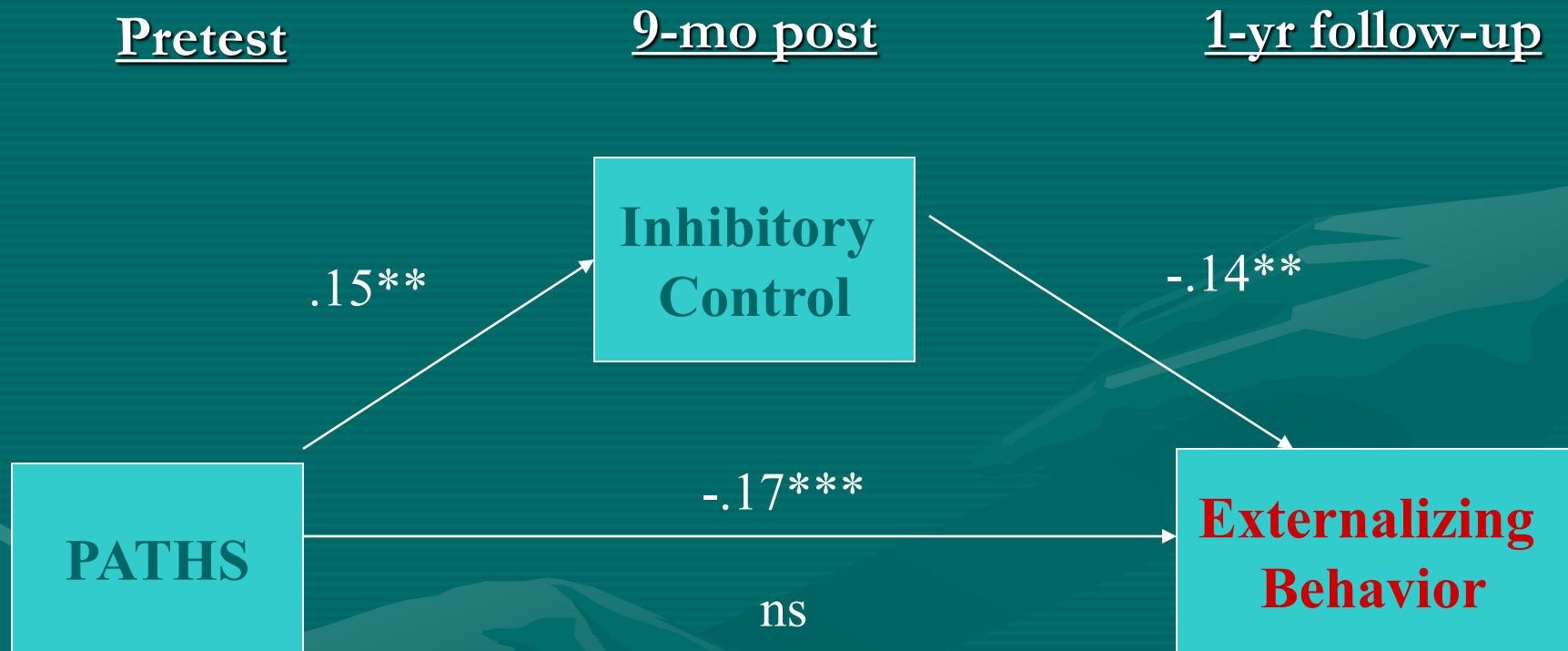
Stroop Test - Part 2 - Inhibitory Control

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

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."

Test of PATHS Mediation Model Externalizing



** = $p < .01$; *** = $p < .001$

Sobel Test for Indirect
Effects $z = 2.06, p < .05$

Summary

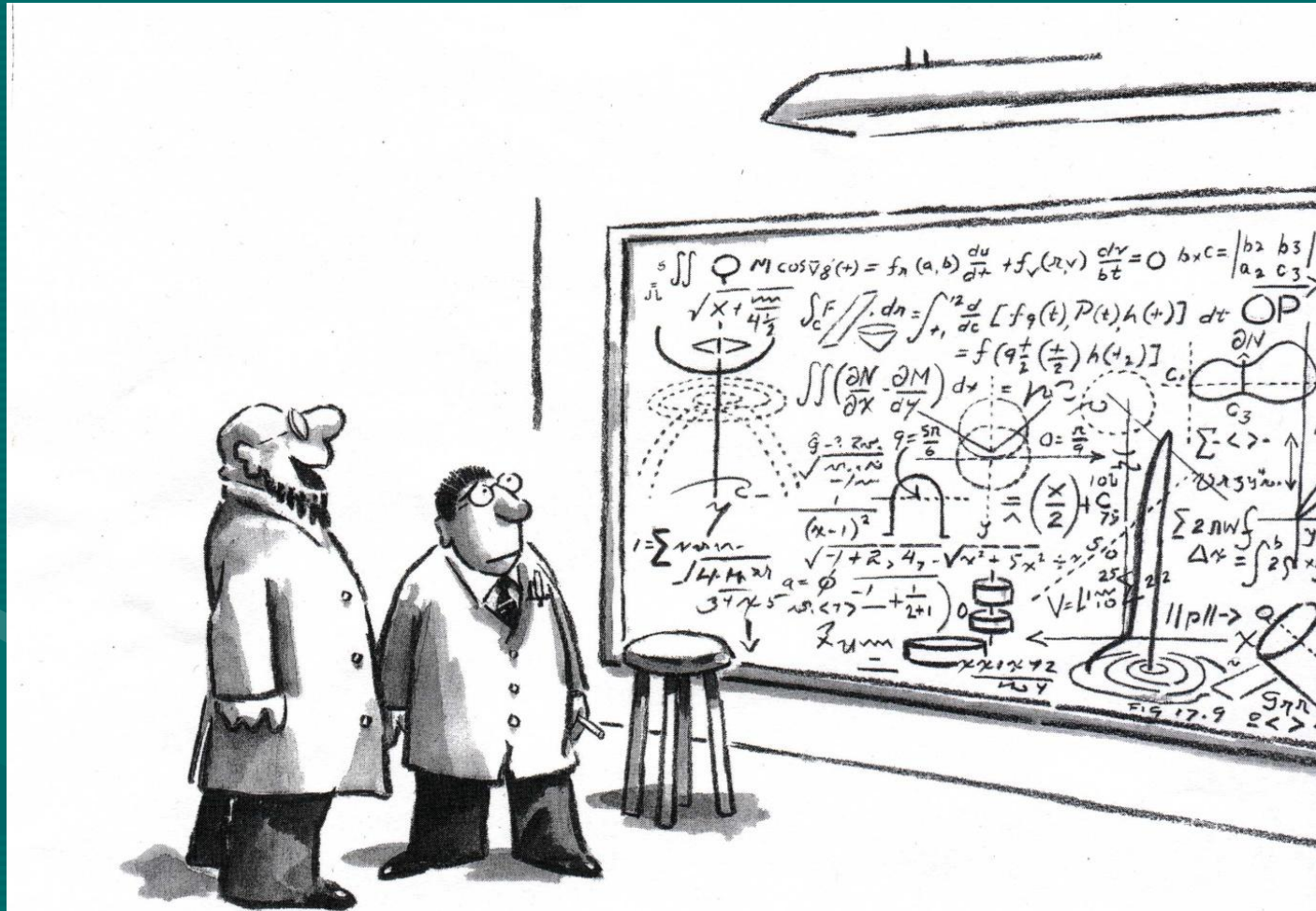
- When PATHS is used with:
 - well-trained teachers
 - appropriate dosage (density of lessons and generalization)

It can substantially:

- reduce the rate of mental health problems
 - promote positive, healthy development
 - improve cognitive performance
- Improving the "Underlying Shared Constraints" can significantly reduce the public health burden of poor outcomes for children

- 1986 – Translation into Dutch
- 1989 – Translation into French (Belgium)
- 1992 - Begin work in the UK
- 2000 – Translation into Spanish (Mexico)
- 2002 – Translation in German
 - Germany – After School
 - Switzerland – In-school
- 2004 – Begin Work in W. Australia
- 2006 – Translation into Croatian
- 2009 - Translation into Italian (Switz.)
- 2009 – Translation into Urdu
- 2010 – Translation into Turkish
- 2010 – Anglicized Version published in the UK
- Noted as Effective Program in US, UK, The Netherlands, Australia, World Health Organization.

Recent Findings in Europe



"Hey, no problem!"

Grade 1-4 PATHS (The Netherlands)

Univ. of Utrecht – DeCastro, Overveld, Louwe

Quasi – Experimental Design

Learning Resource Classroom for Behavior Problems

Significant Experimental versus Control differences
found in:

Reactive Aggression over

Louwe, J. J. van Overveld, C. W., Merk, W.,
Orobio de Castro, B. & Koops, W. (2007). De
invloed van het Programma Alternatieve
Denkstrategieën op proactieve and reactieve
aggressie bij jongens en het primair onderwijs:
effecten naar een jaar. *Pedagogische Studien*, 84,
277-292.



After-School PATHS (Germany)

Urlangen, Germany (Von Hacker, Losel, Stemmler
and others)

- Quasi-experimental Design
- 93 Children in Grades 2 and 3
- 16 Lesson PATHS After-School Model
- **Results:** Significant Reduction in Problem Behavior

Hacker, S., Lösel, F., Stemmler, M., Jaursch, S., Runkel, D. & Beelmann, A. (2007).
Training im Problemlösen (TIP): Implementation und Evaluation eines sozial-kognitiven
Kompetenztrainings für Kinder. *Heilpädagogische Forschung*, 33, 11-21.

Grade 2 PATHS (Zurich, Switz)

Manuel Eisner/ Tina Malti- Cambridge University
Zurich City Government
Randomized Trial Design

Findings after two years:
Significantly lower rates of:

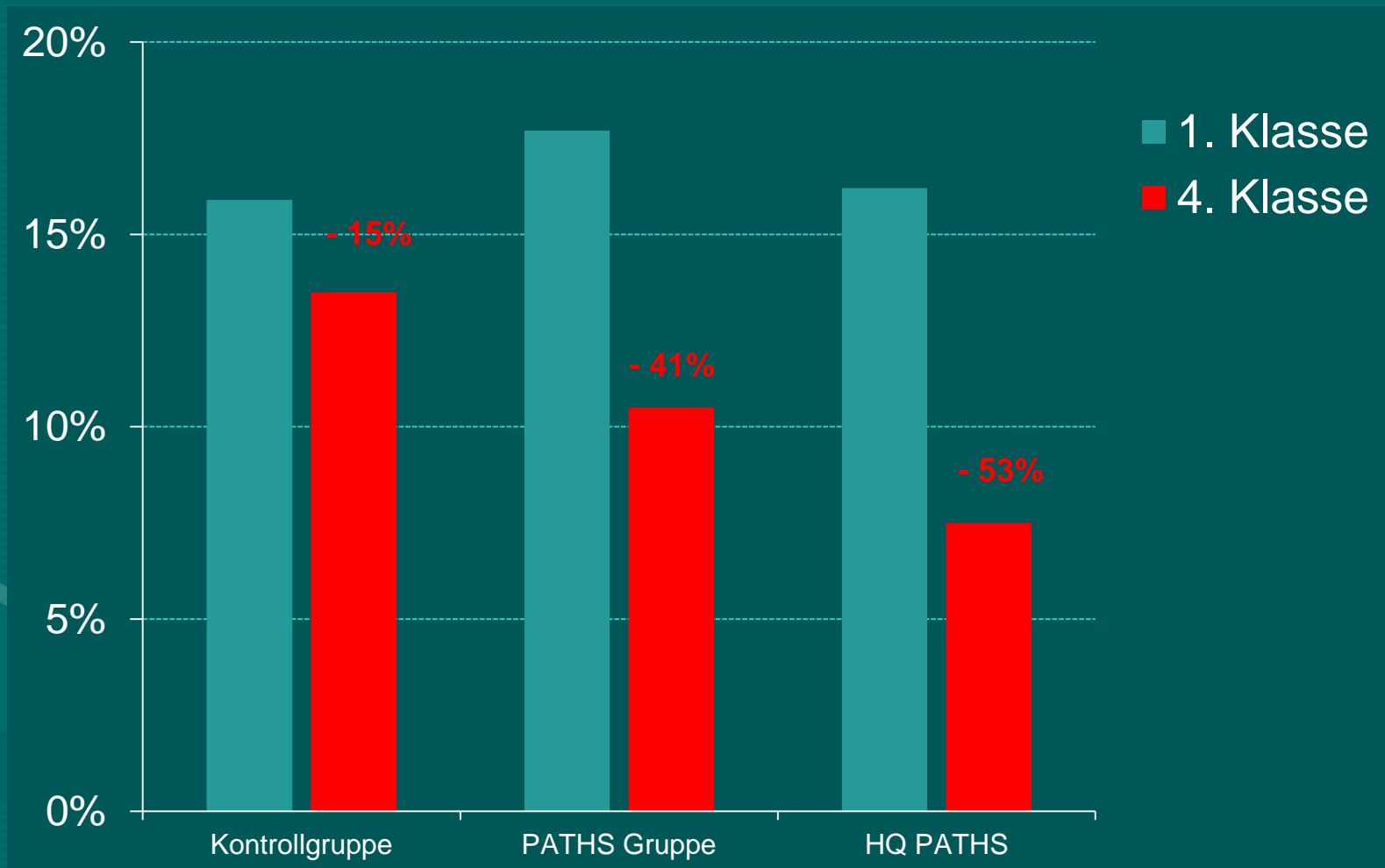
Aggression
ADHD Symptoms

Malti, T., Ribeaud, D., and Eisner, M. P. (in press). The Effectiveness of Two Universal Preventive Interventions in Reducing Children's Externalizing Behavior: A Cluster Randomized Controlled Trial. *Journal of Child Clinical and Adolescent Psychology*.



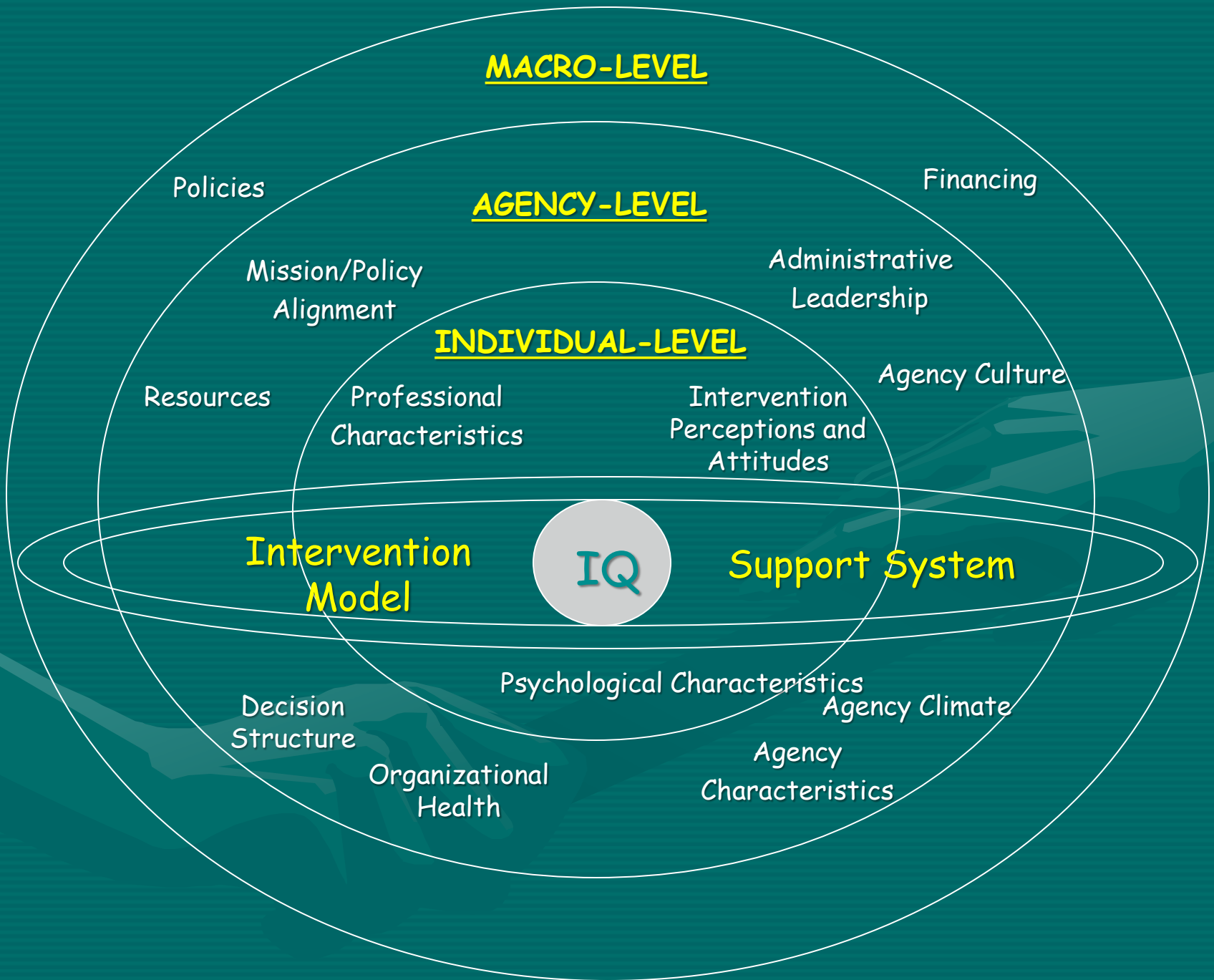
Effekte auf nicht-aggressives Problemverhalten

(Anteil Kinder, die mindestens „gelegentlich“ Problemverhalten zeigen)



Why focus on Building School Capacity for Success?

- It is so important to build the right context to effectively implement programs
- Planning and building relationships have a long-term payoff for creating and maintaining quality programs and policies



Lessons Learned from Practice over 30 years

- Implementation of an SEL program is difficult because it creates change
- Building school and staff readiness through coaching is critical
- Greatest effects occur over time with school-wide use and strong leadership
- Create Consistency
- Allow Flexibility and Support Integration

Practical Strategies

- Peer coaching, peer observation
- Schedule regular opportunities for reflective practice and de-briefing
- Never let the initial training be the only training
- Data in must ALWAYS require data out - create feedback loops and safe environments for reflection

Barriers to Effective Implementation: Implementation Environment

- Inadequate admin. leadership
- Program not integrated with system
- Program does not receive adequate attn.
- Insufficient resources are allocated
- Implementers are isolated/unsupported
- Overall school climate is poor
- Poor planning for Institutionalization

What Makes A School Successful?

- School Wide Use
- Strong Leadership
- Consistency
- Flexibility
- Integration
 - With curriculum
 - With school culture
 - With community culture

READINESS AND THE ROLE OF THE SCHOOL LEADER

Leadership essentials for effectively implementing an SEL program?

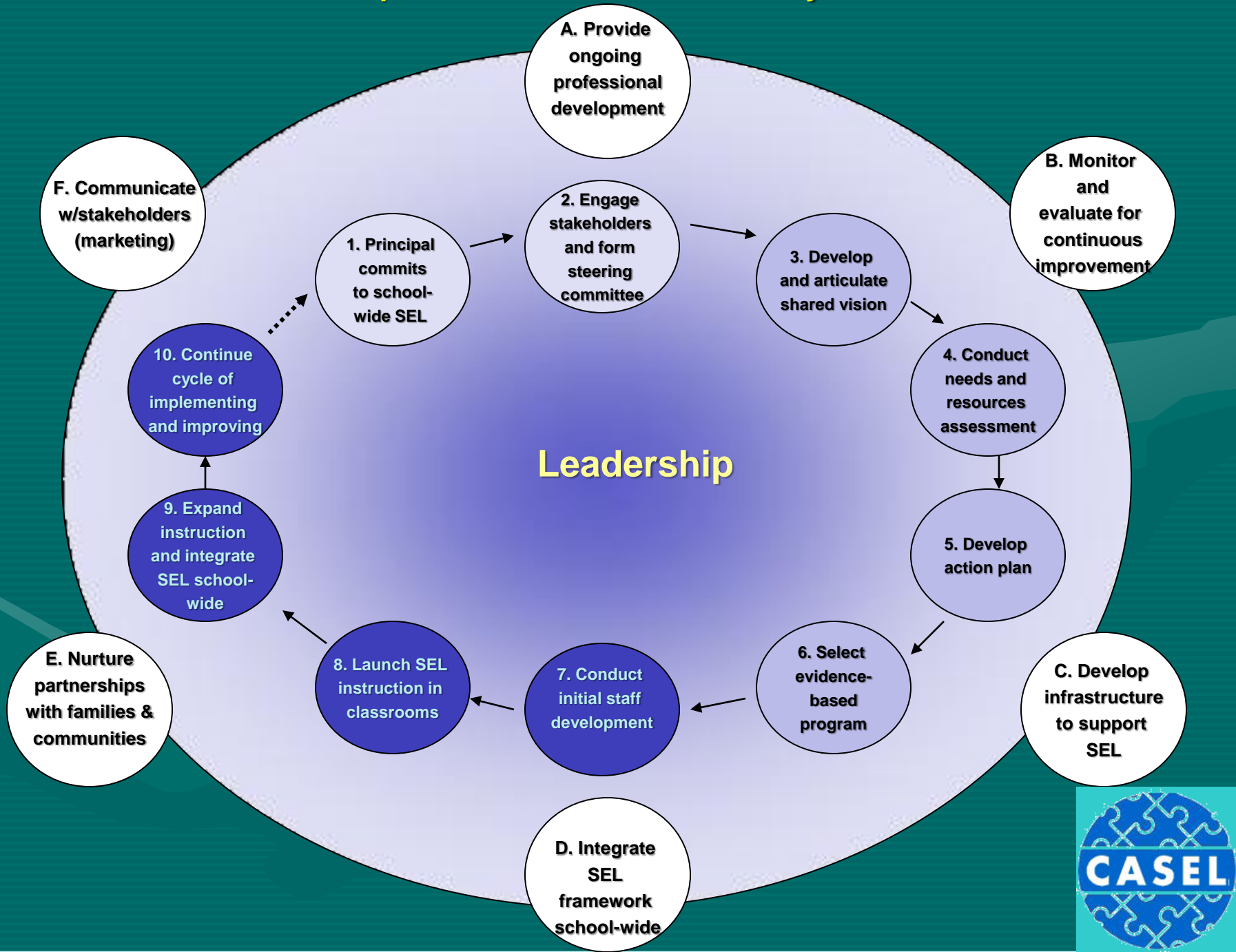
- Principal evaluates her/his personal commitment to SEL
- Principal as “lead learner”
- Principal elicits others’ involvement and commitment

Strategies for Coordinated Schoolwide SEL Promotion

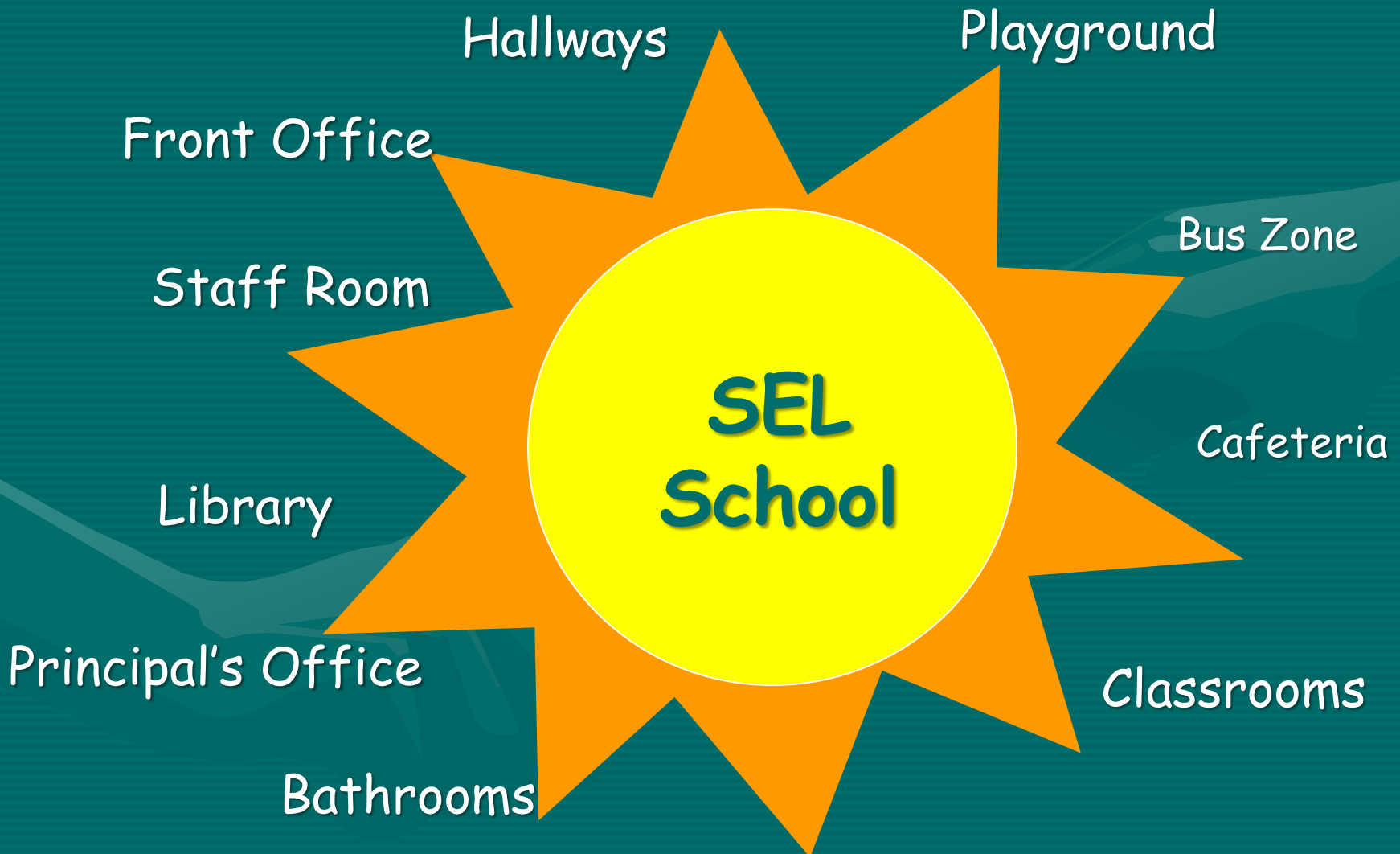
- Select an evidence-based SEL curriculum
- Teach, model, and reinforce skills throughout the day
- Create opportunities to practice SE skills in a variety of settings/situations
- Infuse SEL concepts and skill-building into core academics
- Coordinate with student support services, extracurricular activities, out-of-school programs
- Involve families and the community



SEL Implementation and Sustainability Process



What Does Schoolwide SEL Look Like?



The collage features a central white certificate for James McHenry Elementary School, PATHS to PAX, naming Ms. Moore as the Teacher of the Week. The certificate includes two illustrations: a person holding a large sheet of paper and a person sitting on a globe. Surrounding the certificate are numerous 'PAX Tootle Note' cards in various colors (pink, green, blue, yellow, orange, purple, red) and shapes (rectangular, star-shaped). Each card contains a message from a student to a teacher, often mentioning the teacher's name and the student's name. The cards are arranged in a grid-like fashion, with some overlapping, and are decorated with stars and other small graphics.

The Big Picture : Supporting Effective Social and Emotional Development



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

Prevention, Systems Change and The PATHS Curriculum

- Build a climate for change and sustain it over multiple years to improve student outcomes and well-being
 - Multiple Year Implementation
 - Focus on Teachers and well as Whole School Staff
- Support the ability of schools, agencies, and staff to systematically implement proven practices and programs with quality
 - Provide ongoing consultation to teachers

Summary

1. Quality implementation of programs is hard work
2. It makes a difference in outcomes for children!
3. Higher quality implementation is likely to lead to more lasting change
4. Its all about relationships!!
5. Relationship building depends on developing mutual goal; Mutual goals depend on trust!