



# PATHS®

EDUCATION WORLDWIDE

## The PATHS® Curriculum: Nurturing Social-Emotional Development and Academic Engagement

Mark T. Greenberg Ph.D.  
Dorothy Morelli CEO, PATHS Education Worldwide  
[Pathseducation.com](http://Pathseducation.com)

---

---

---

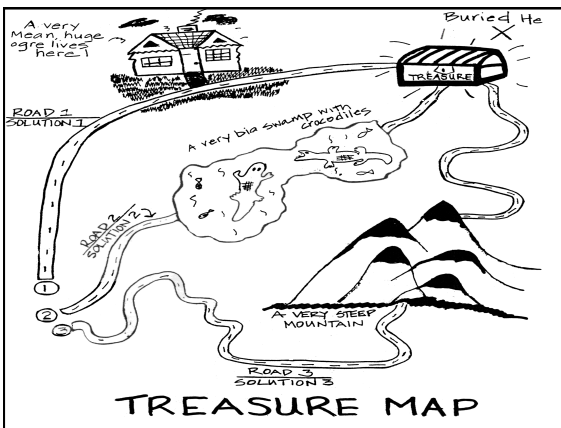
---

---

---

---

---




---

---

---

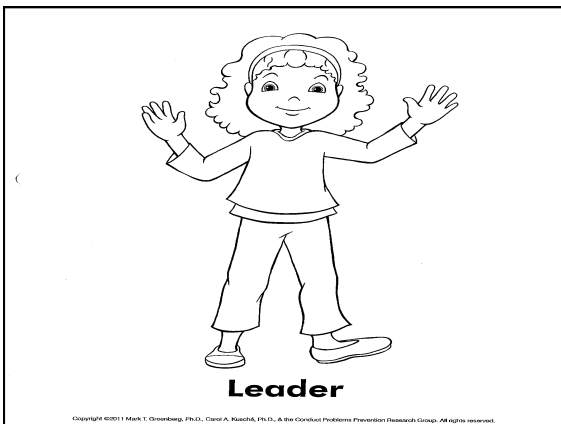
---

---

---

---

---




---

---

---

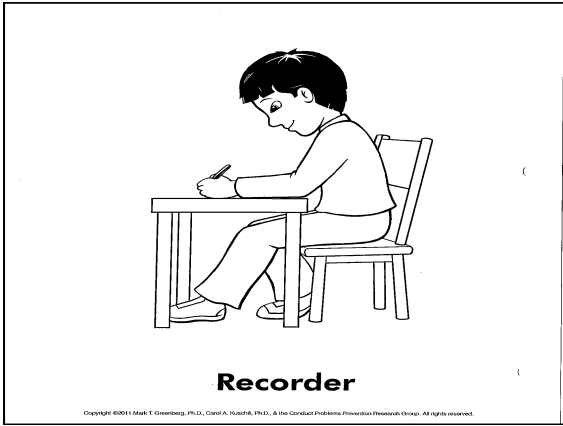
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

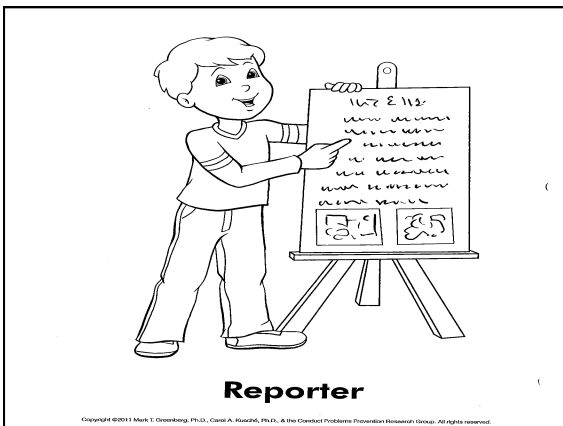
---

---

---

---

---




---

---

---

---

---

---

---


---

Name \_\_\_\_\_ Date \_\_\_\_\_

**GROUP TREASUREPLANNING WORKSHEET**

Fill in your group roles:

Leader _____	Recorder _____
Collector _____	Reporter _____



The new information from our collection is \_\_\_\_\_

Our group could take the following things:

_____	_____	_____
_____	_____	_____

We will go \_\_\_\_\_ because \_\_\_\_\_

Our biggest obstacle will be \_\_\_\_\_

We plan to do \_\_\_\_\_ to overcome this obstacle.

---

---

---

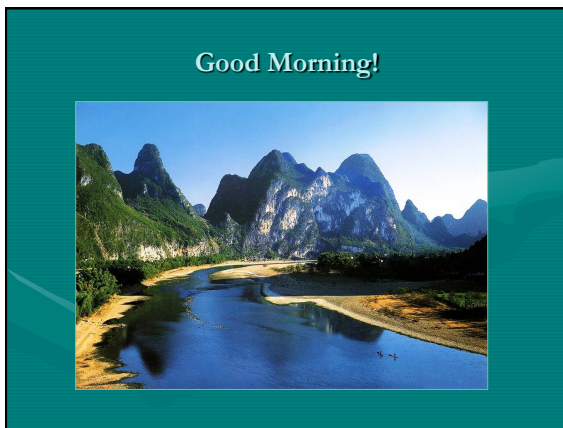
---

---

---

---

---




---

---

---

---

---

---

---

---

**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**

---

---

---

---

---

---

---

---

### 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




---

---

---

---

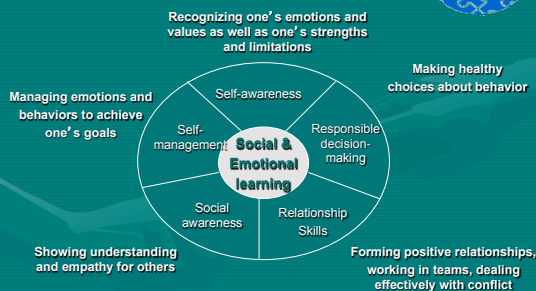
---

---

---

---

### PATHS Teaches the Core SEL Competencies




---

---

---

---

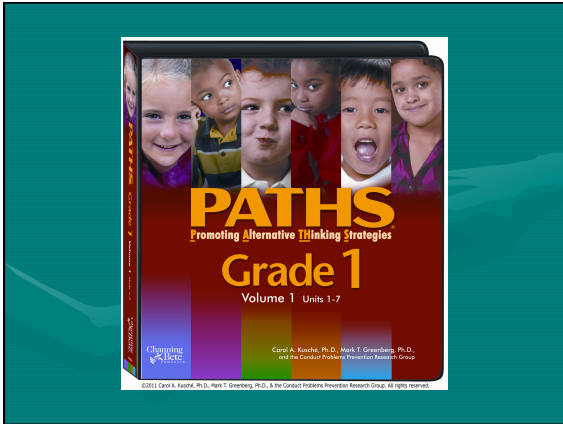
---

---

---

---






---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

## 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
- Generalization: Create opportunities to use these skills throughout the day
- Provide students feedback and recognition for performance
- Provide sufficient Technical Support to teachers
- Integrate into other Academic Subjects
- Involve Parents

---

---

---

---

---

---

---

### 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.

---

---

---

---

---

---

---




---

---

---

---

---


---

---

---

## Learning to Calm Down

The Turtle Story and the 3 Steps for Calming Down




---

---

---

---

---

---

---

---

## Learning Self Control

### 3 Steps for Calming Down

- STOP!**  
Tell Yourself to STOP
- Take One Long, Deep Breath**
- Say the Problem and How You Feel**

©2011 Carol A. Kuehn, Ph.D., & Mark T. Gowerberg, Ph.D.

### CONTROL SIGNALS

<b>STOP</b>	Take one long, deep breath. Say the problem and how you feel.
<b>MAKE A PLAN</b>	Think—what could I do? Think—would it work?
<b>GO</b>	Try your best idea. How did it work?

©2011 Carol A. Kuehn, Ph.D., & Mark T. Gowerberg, Ph.D.

---

---

---

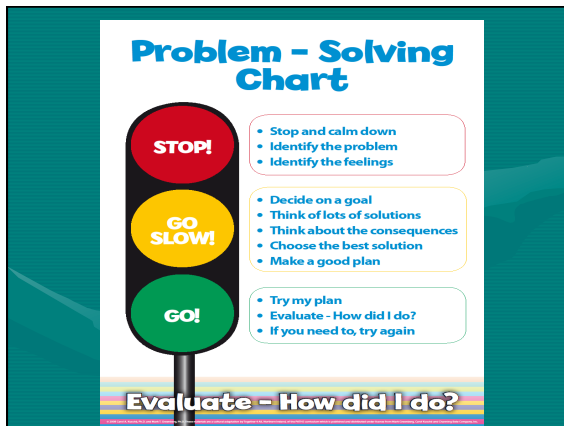
---

---

---

---

---




---

---

---

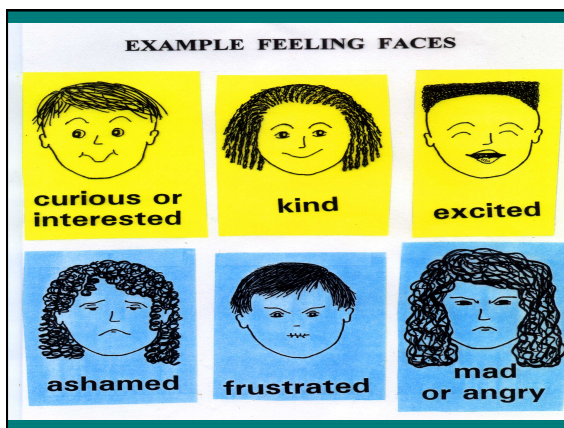
---

---

---

---

---




---

---

---

---

---

---

---

---

### Study Designs

- There have been nine 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
- Conducted in the US, UK, 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

---

---

---

---

---

---

---

---

### 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

---

---

---

---

---

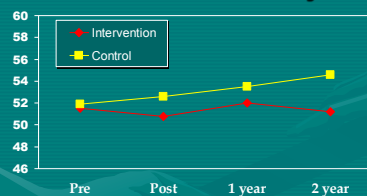
---

---

---

### 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

Riggs, Greenberg, Kusche & Pentz, 2006

---

---

---

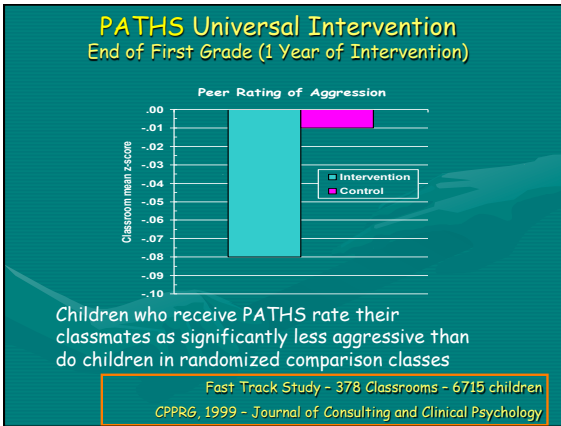
---

---

---

---

---




---

---

---

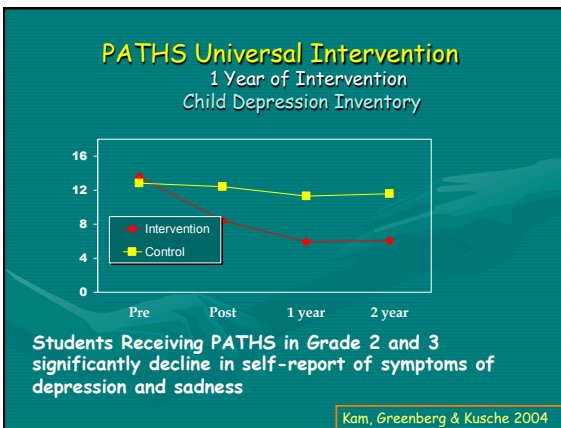
---

---

---

---

---




---

---

---

---

---

---

---

---

### Research Question #3

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

---

---

---

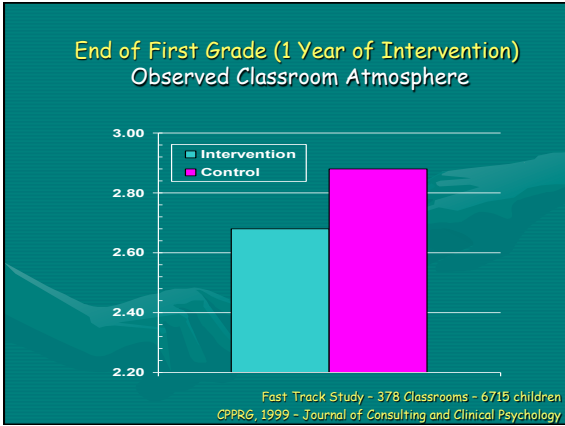
---

---

---

---

---



---

---

---

---

---

---

---

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)

---

---

---

---

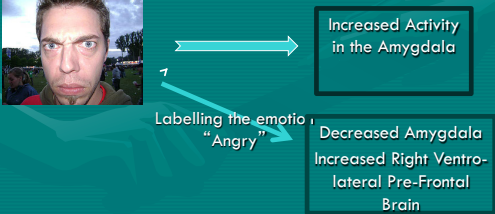
---

---

---

# Language and Emotion

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



Increased Activity in the Amygdala

1

Labelling the emotion, "Angry"

Decreased Amygdala  
Increased Right Ventrolateral 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

---

---

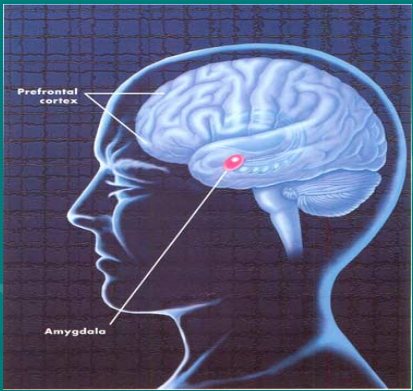
---

---

---

---

---



Prefrontal cortex

Amygdala

---

---

---

---

---

---

---



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 (2<sup>nd</sup> and 3<sup>rd</sup> grade students).
- 55% White, 33% African-American, & 12% Asian-American, Native American, or "Other."

---

---

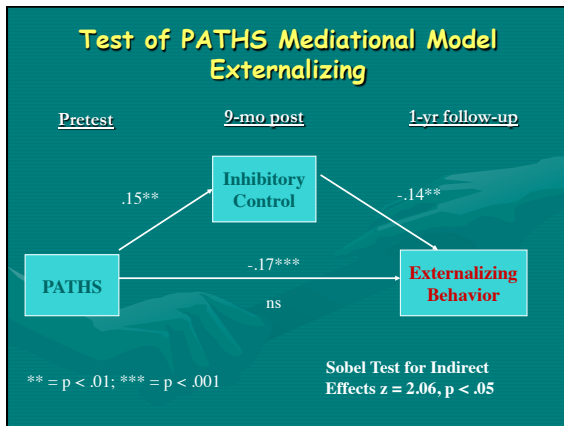
---

---

---

---

---




---

---

---

---

---

---

---

---

- ### Summary
- When PATHS is used with:
    - well-trained teachers
    - appropriate dosage (density of lessons and generalization)
    - Daily use of the PATHS Kid for Today
  - 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.

---

---

---


---

---

---

---

---




## PATHS® Model Abroad

**New Translations:**

- Chinese - Hong Kong
- Turkish
- Urdu
- Portuguese

**New Studies**

- Canada - SEAK
- Manchester
- Croatia
- Sweden
- Switzerland
- Hong Kong
- EAP-SEL Comenius



---

---

---

---

---

---

---

---

## 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

---

---

---

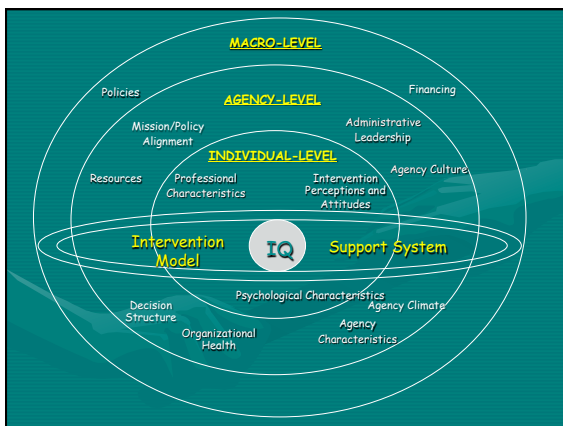
---

---

---

---

---




---

---

---

---

---

---

---

---

### 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

---

---

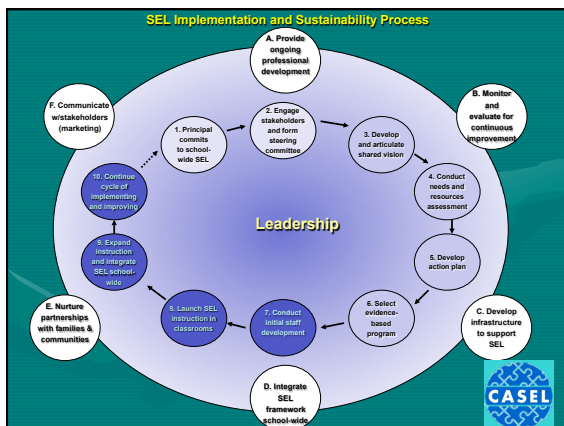
---

---

---

---

---



---

---

---

---

---

---

---




---

---

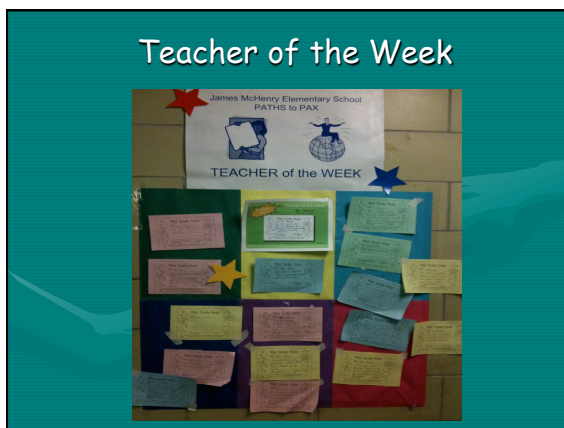
---

---

---

---

---




---

---

---

---

---

---

---

### 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

---

---

---

---

---

---

---

## The Big Picture : Supporting Effective Social and Emotional Development



---

---

---

---

---

---

---

### 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!

---

---

---

---

---

---

---