

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

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# PROBLEM SOLVING

**STOP**

**Stop and Calm Down.**

**Identify the Problem.**

**Identify the Feelings.**

**MAKE  
A  
PLAN**

**Decide on a Goal.**

**Think of Lots of Solutions.**

**Think about the Consequences.**

**Choose the Best Solution.**

**Make a Good Plan.**

**GO**

**Try My Plan.**

**Evaluate – How Did I Do?**

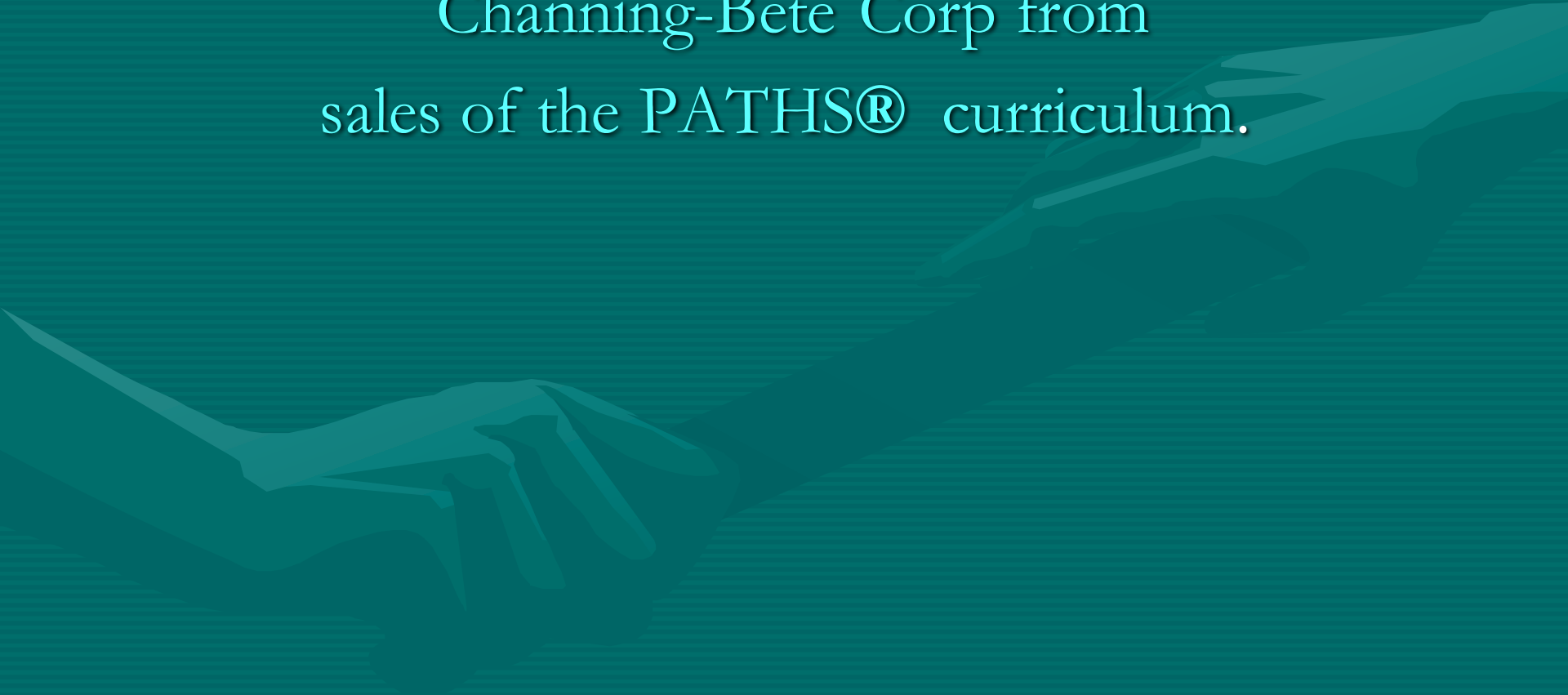
**If You Need To, Try Again.**

Good Afternoon!



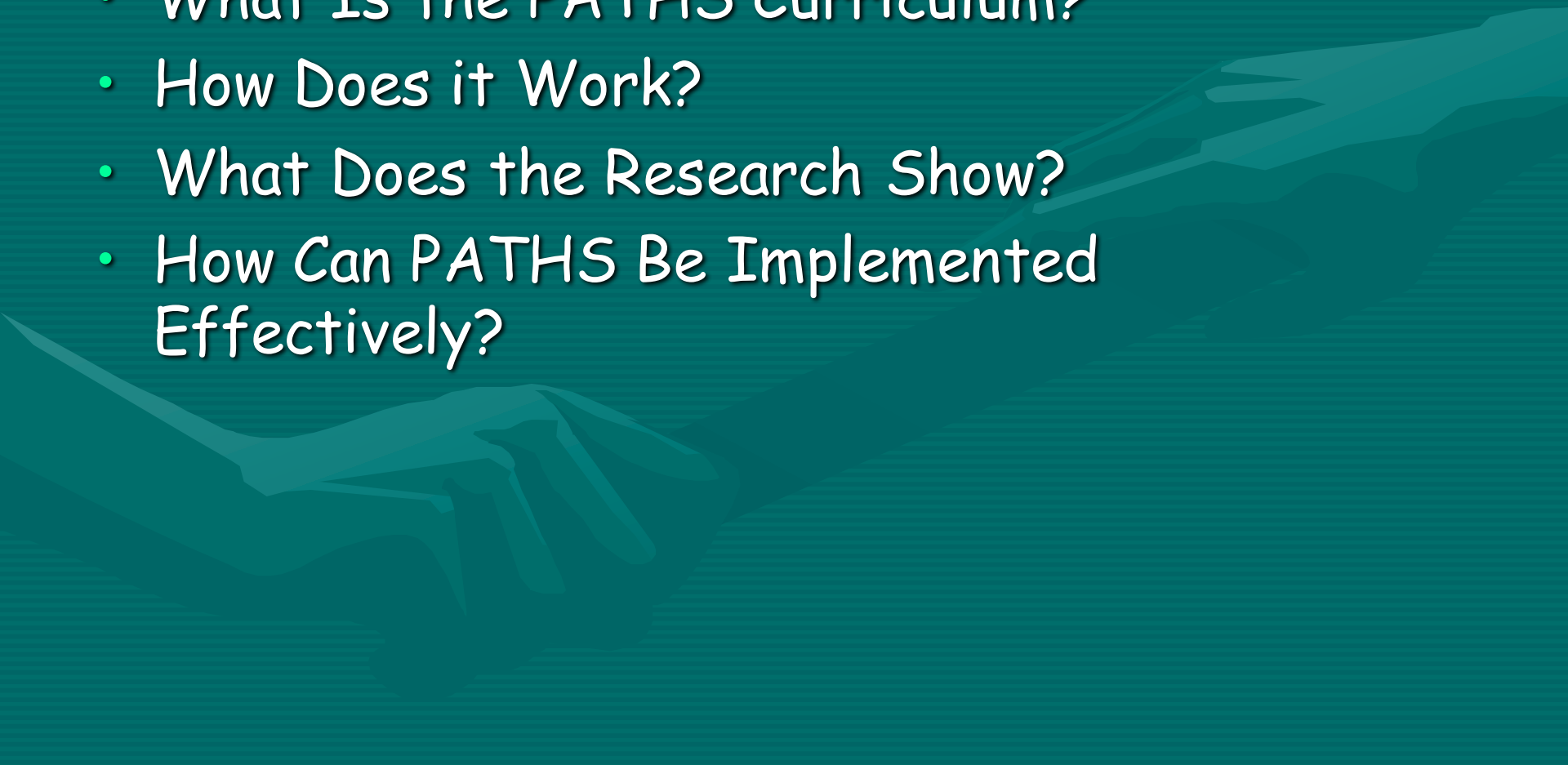
# Disclosure

Dr. Greenberg receives royalties from  
Channing-Bete Corp from  
sales of the PATHS® curriculum.





# What We will discuss

- The need for Social and Emotional Learning
  - What Is the PATHS Curriculum?
  - How Does it Work?
  - What Does the Research Show?
  - How Can PATHS Be Implemented Effectively?
- 
- A faint, stylized illustration of two hands shaking, symbolizing agreement or partnership, is visible in the background of the slide.

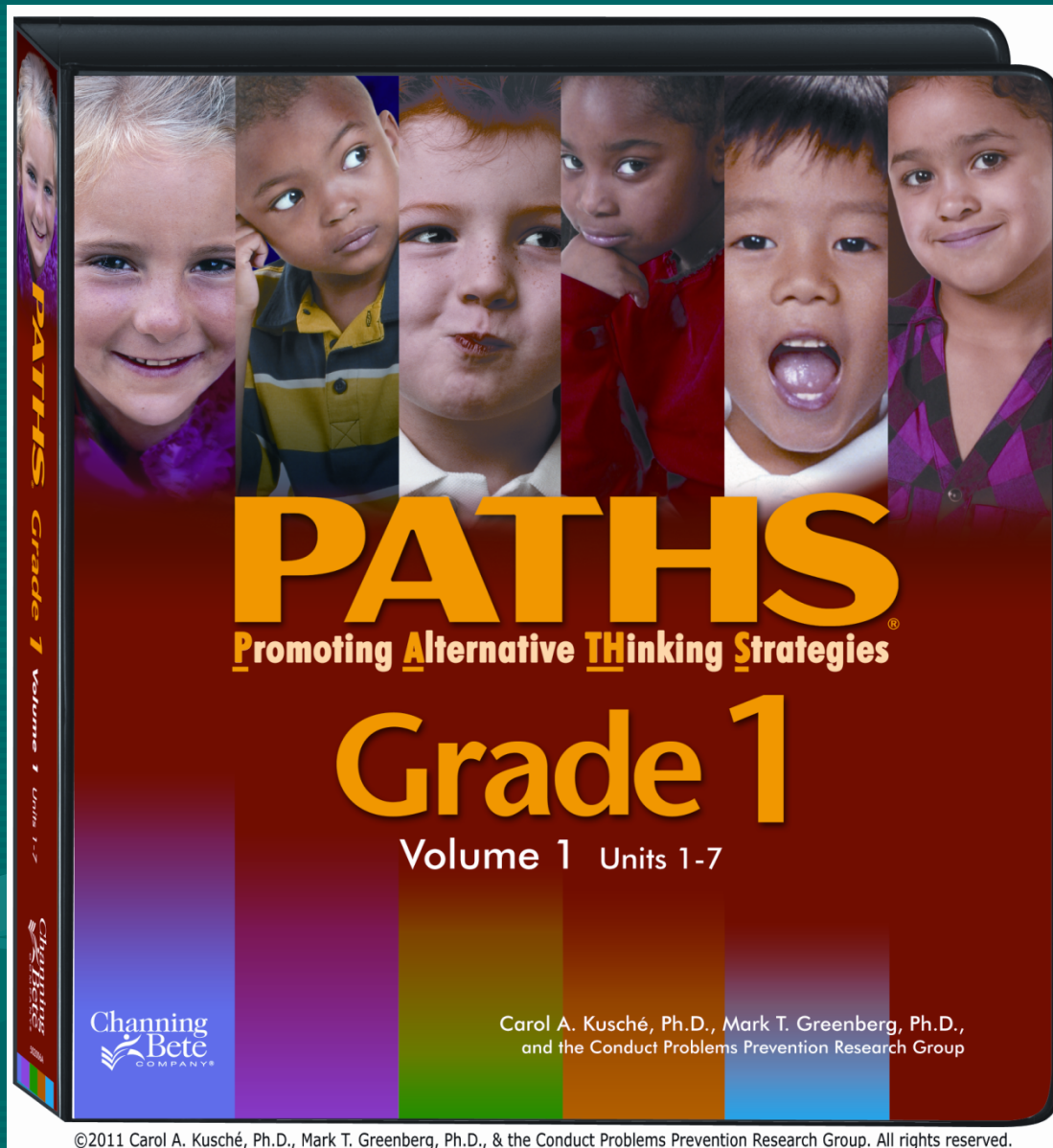
# Resilience Factors that create Well-Being for Children

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



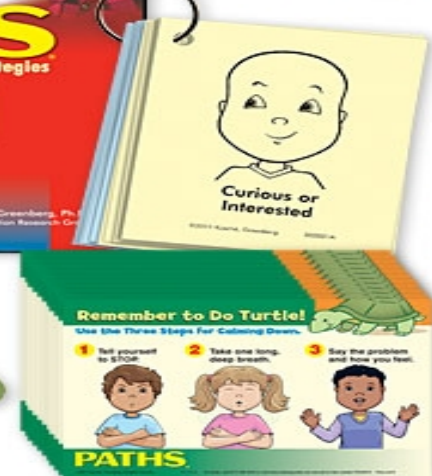
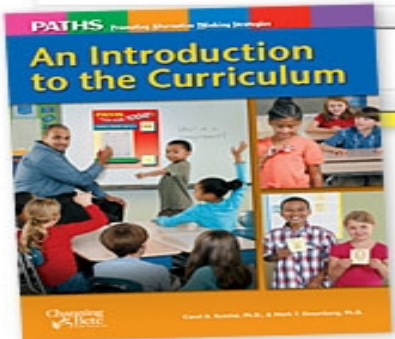
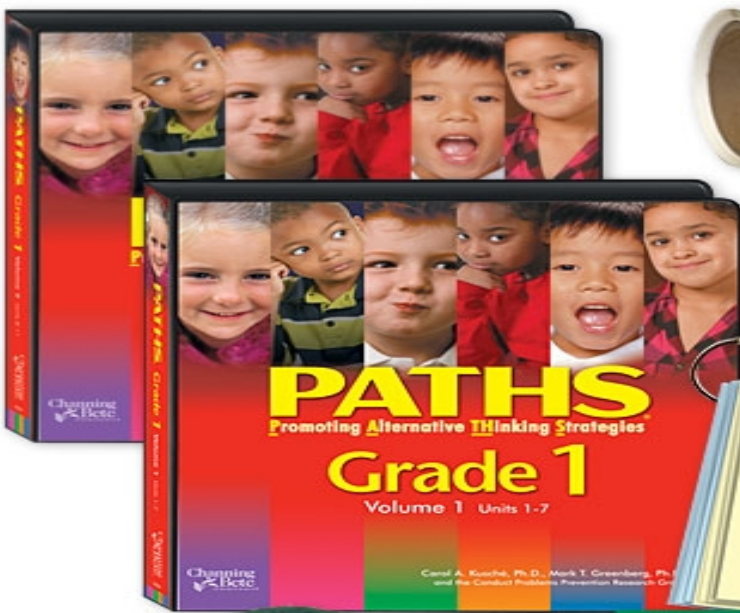
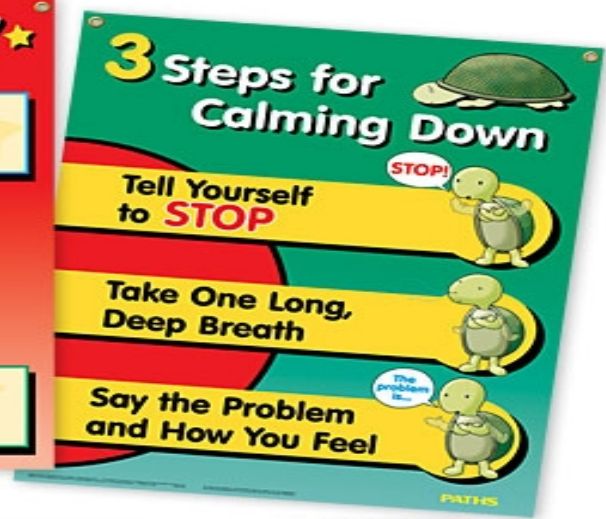
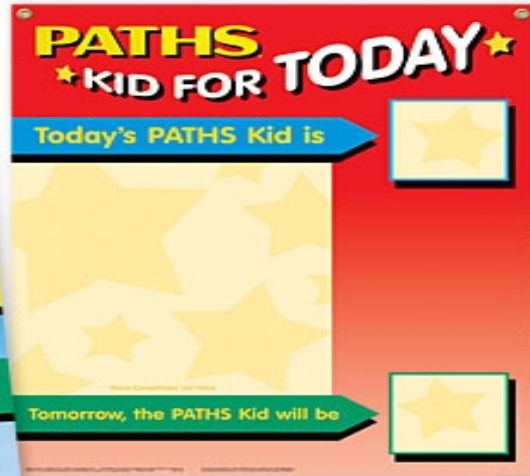
# PATHS Teaches The Core SEL Competences





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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 3000 schools throughout the world
- Translated into PATHS has been translated into French, Spanish, Dutch, German, Turkish, Croatian, Chinese, 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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- Integrate into other Academic Subjects
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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

A diagram consisting of the letters 'ER' on the left. From 'ER', eleven yellow arrows point to the numbered steps of the problem-solving outline, specifically to steps 1 through 11.

# 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?



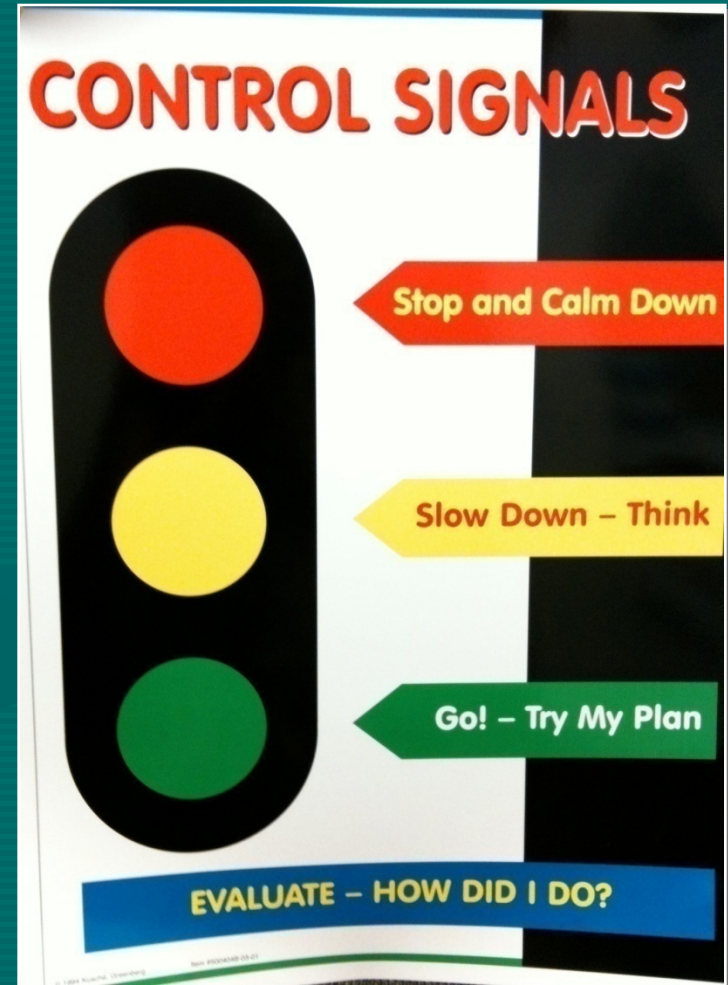
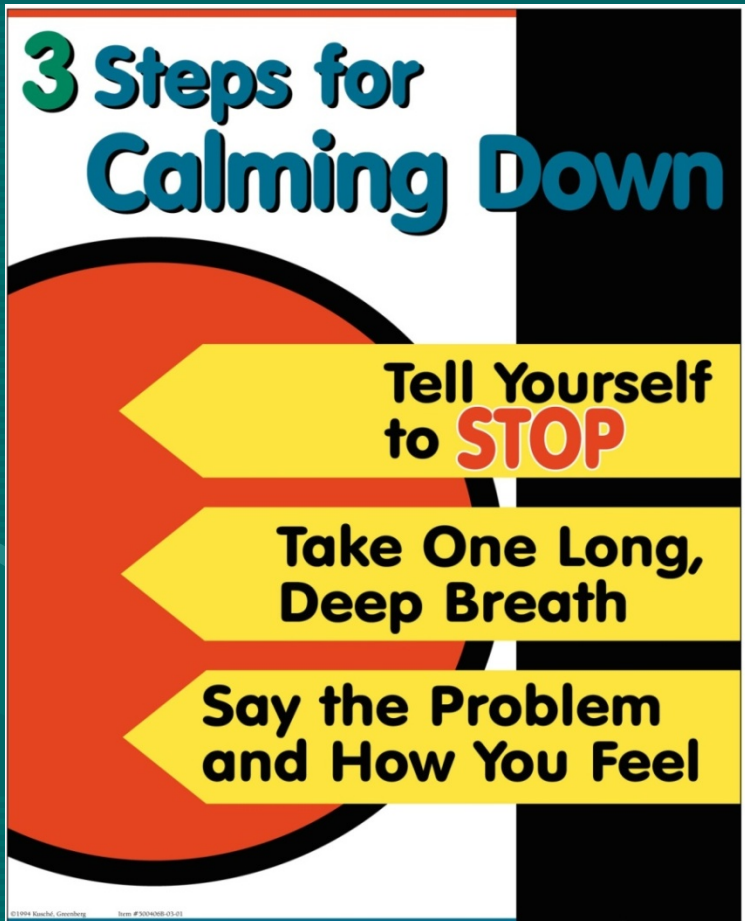
# Learning to Calm Down

## The Turtle Story and the 3 Steps for Calming Down



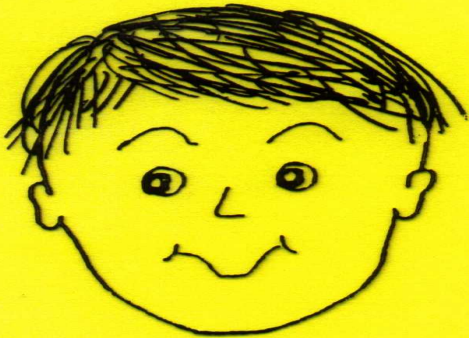


# Learning Self Control





## EXAMPLE FEELING FACES



**curious or  
interested**



**kind**



**excited**



**ashamed**



**frustrated**



**mad  
or angry**





# Feelings Poster



calm/relaxed



confident



content/satisfied



curious/interested



delighted



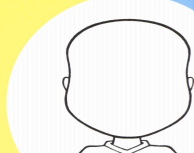
excited



fine



generous



private



happy



hopeful



kind



love



proud



safe



surprised



sure



ashamed



bored



confused



disappointed



disgusted



embarrassed



frustrated



greedy/selfish



guilty



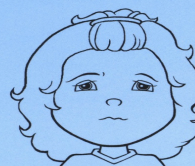
hate



humiliated



jealous



lonely



mad/angry



malicious



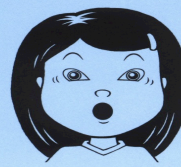
sad



scared/afraid



shy



surprised



tired



worried

# 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**

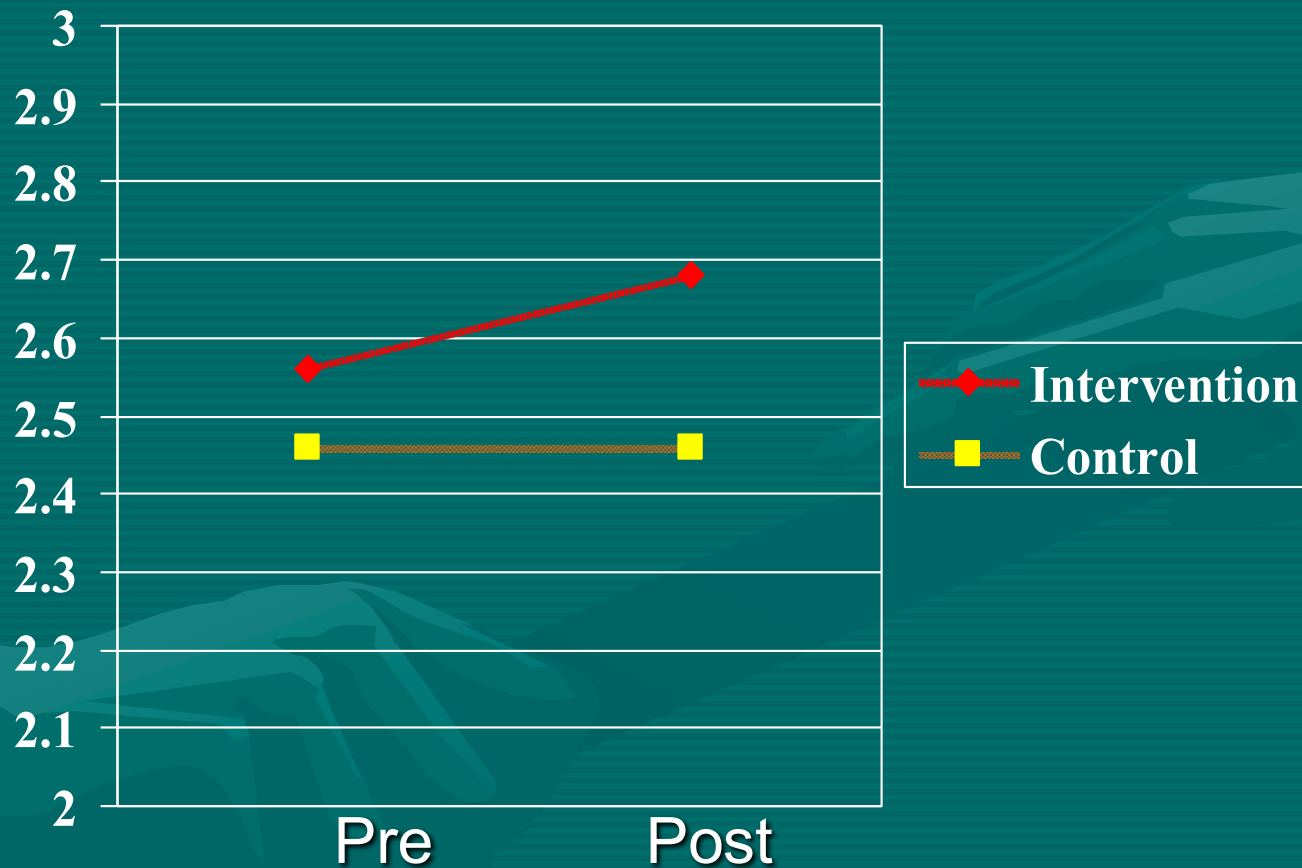
## Grades 2-3

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**

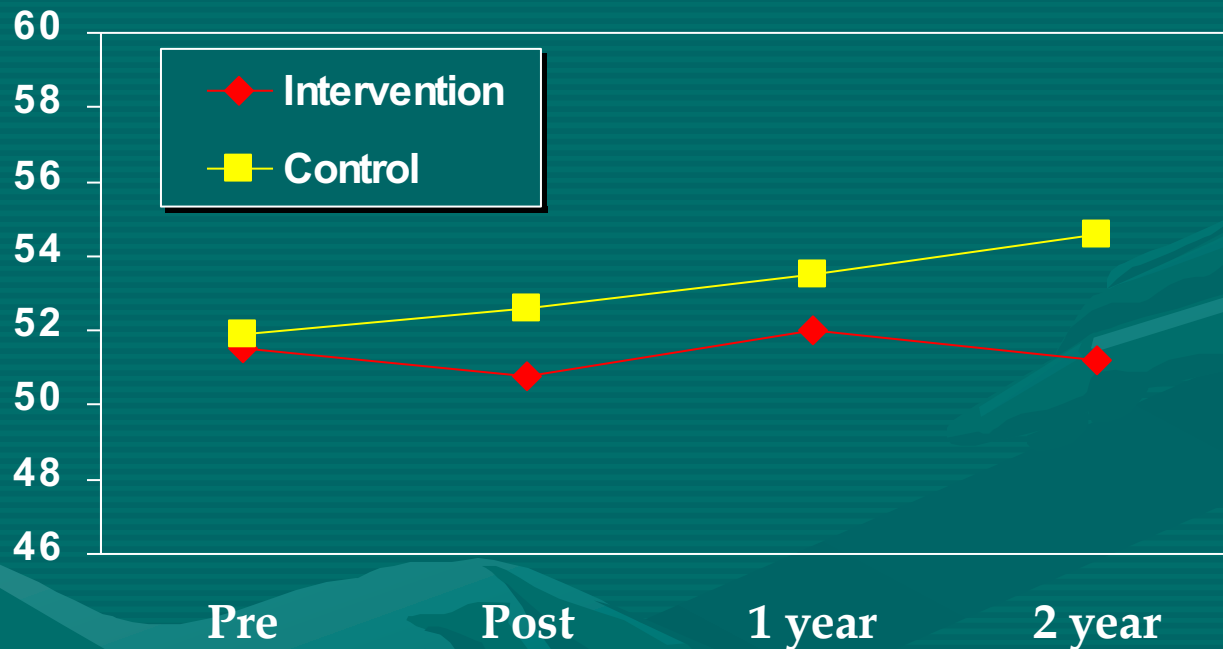
## Grades 2-5

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

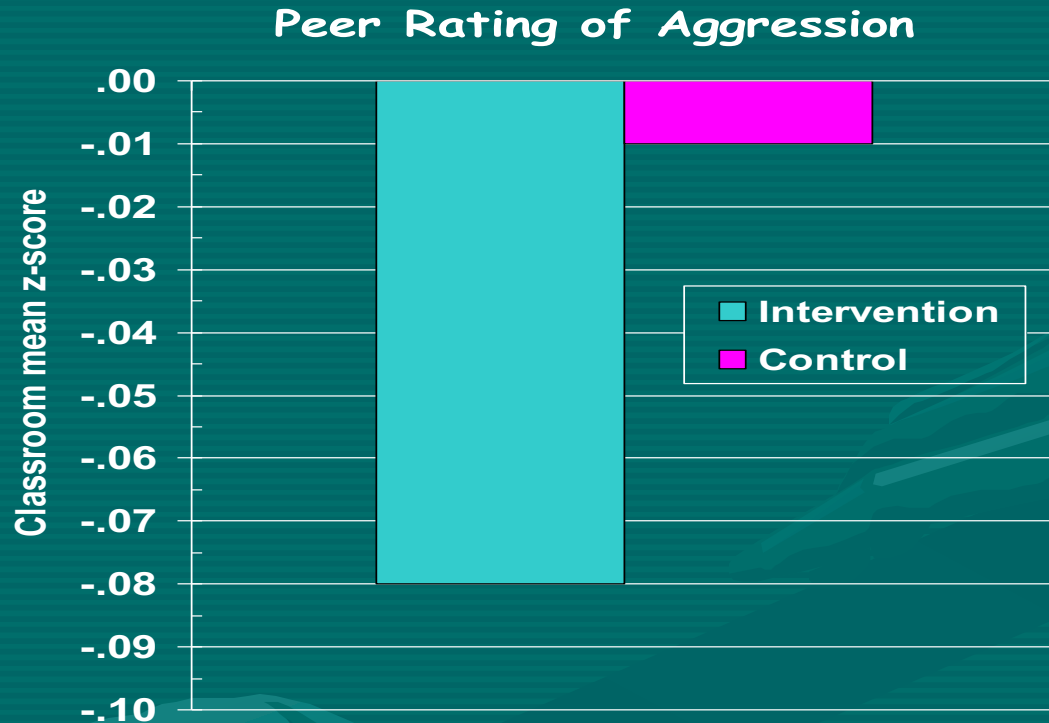


Students Receiving PATHS in Grade 2 and 3 show less increase in ext problems 2 years post-intervention



# PATHS Universal Intervention

## End of First Grade (1 Year of Intervention)

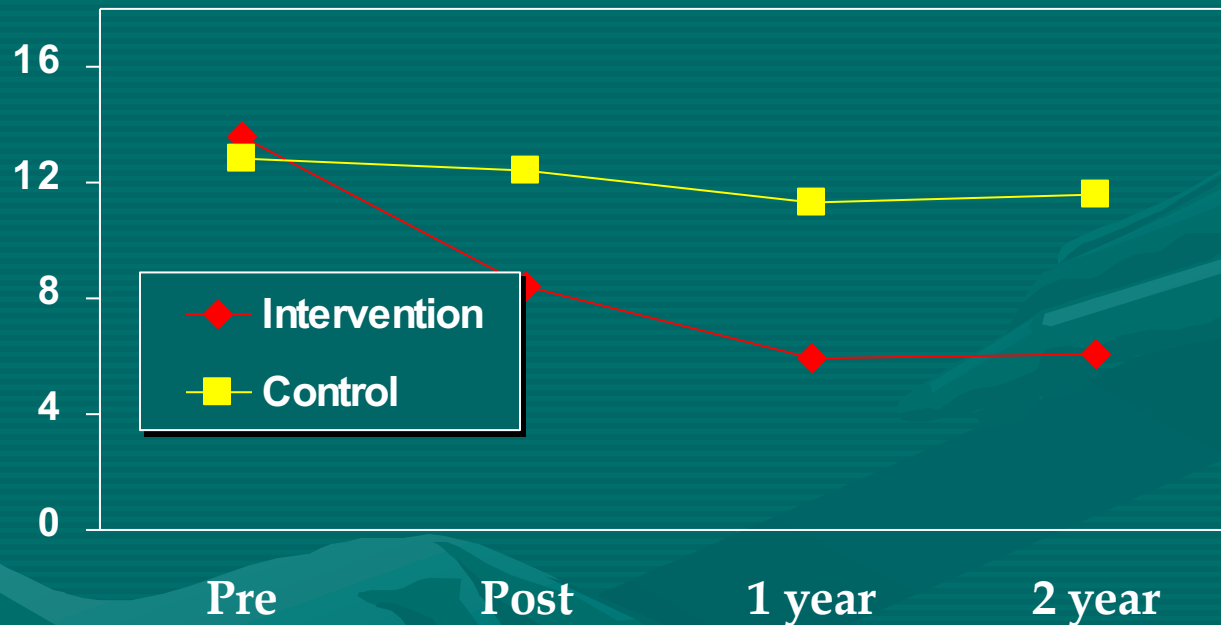


Children who receive PATHS rate their classmates as significantly less aggressive than do children in randomized comparison classes

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



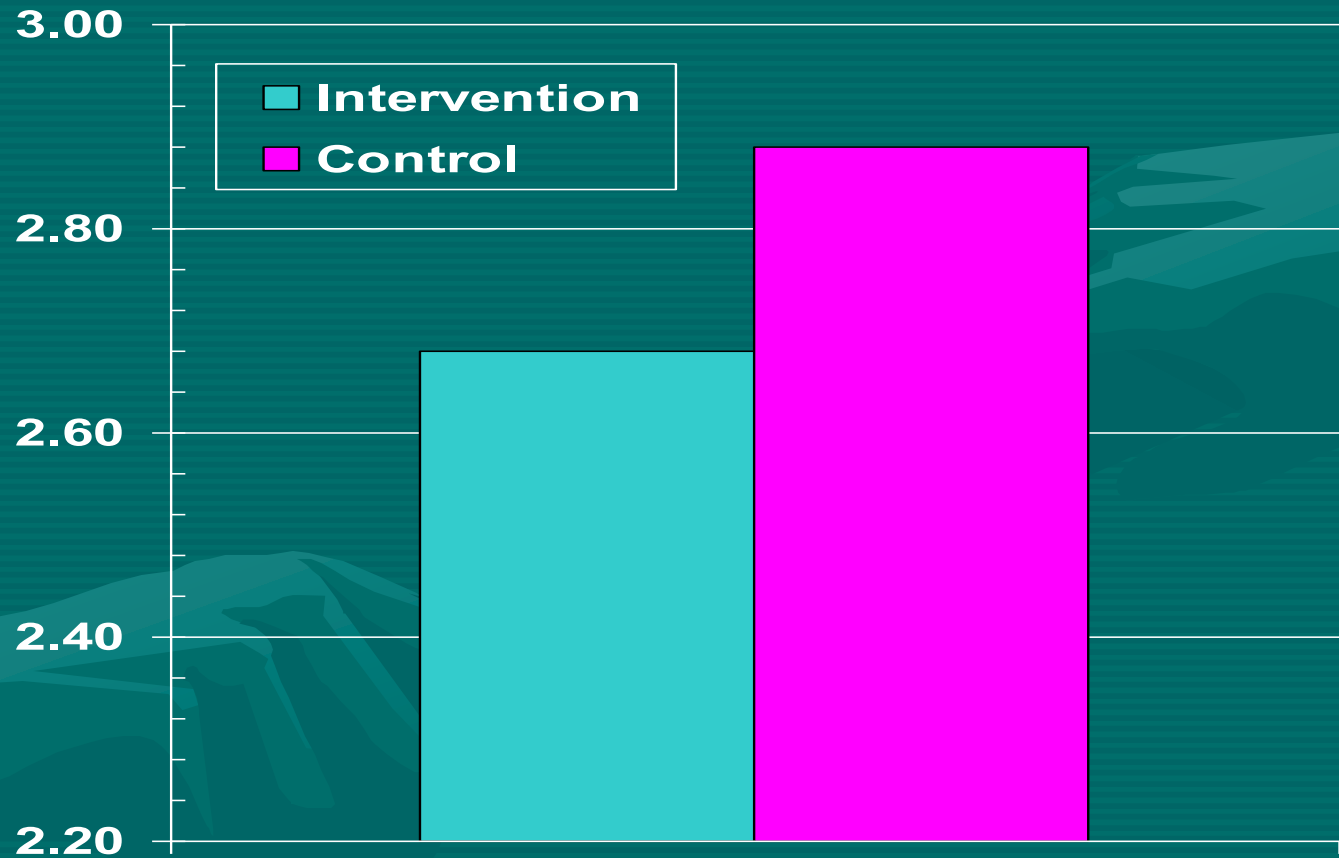
Students Receiving PATHS in Grade 2 and 3 significantly decline in self-report of symptoms of depression and sadness

# Research Question #3

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

A stylized illustration of two hands shaking, rendered in shades of teal and blue, positioned in the lower half of the slide. The hands are shown in a firm grip, symbolizing agreement or partnership.

# 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)

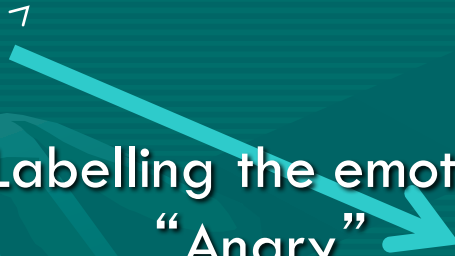
# Language and Emotion

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



Increased Activity  
in the Amygdala

Labelling the emotion  
“Angry”

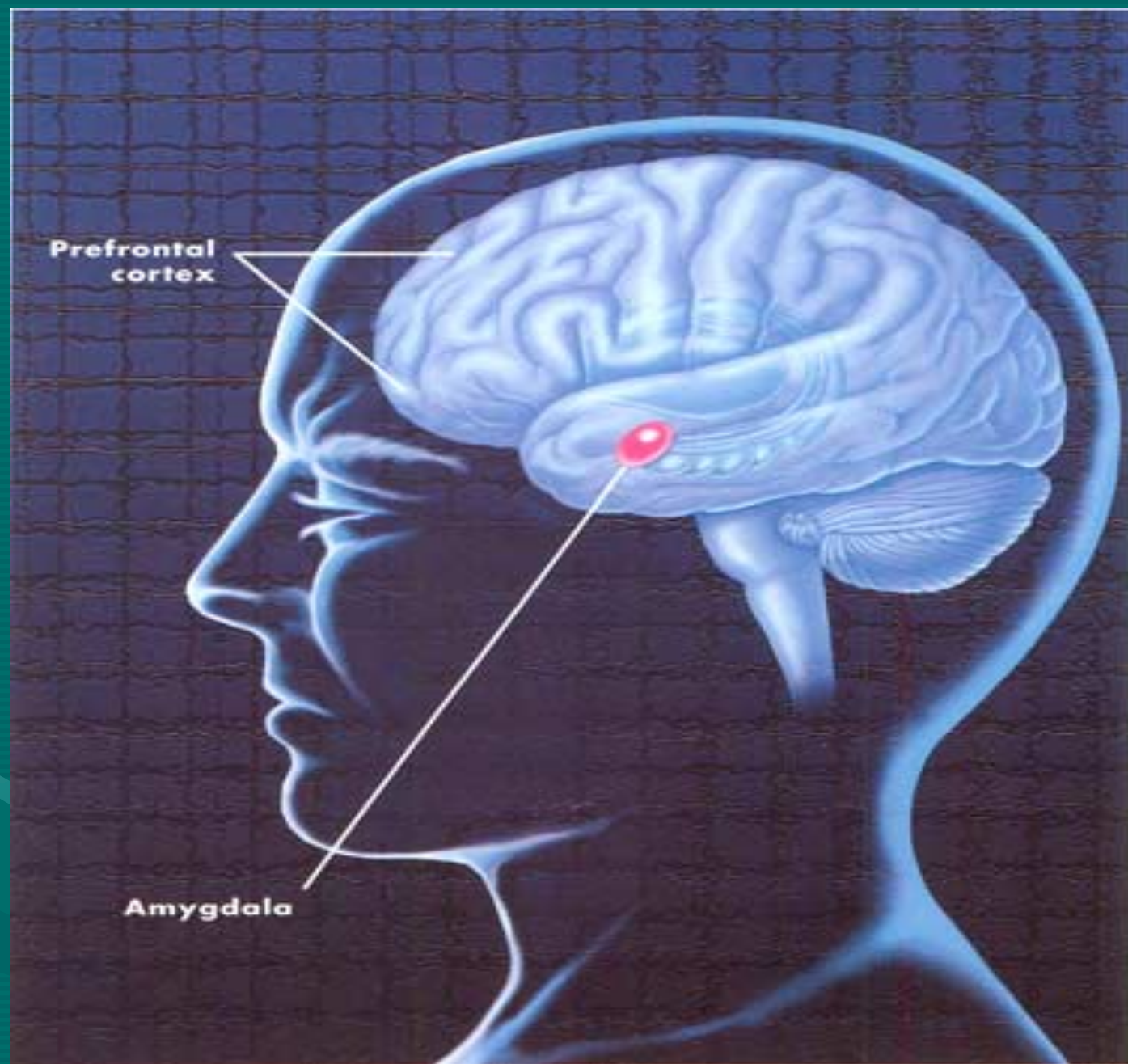


Decreased Amygdala  
Increased Right Ventro-  
lateral Pre-Frontal  
Brain

# 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 (2<sup>nd</sup> and 3<sup>rd</sup> 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

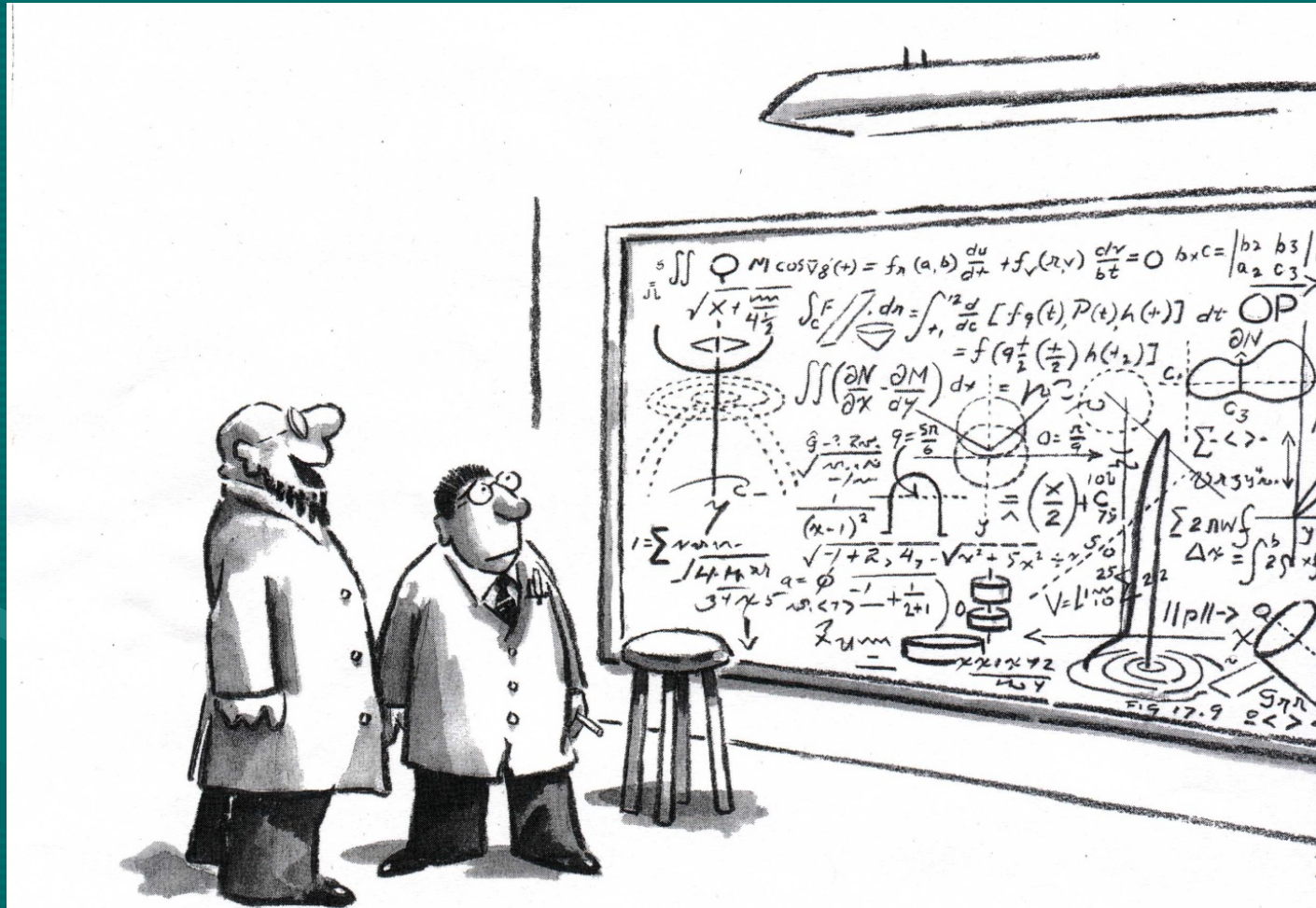
- When PATHS is used with:
  - well-trained teachers
  - appropriate dosage (density of lessons and generalization)

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 Two Years

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 aggresie 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*.



# 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



# MACRO-LEVEL

## AGENCY-LEVEL

### INDIVIDUAL-LEVEL

**IQ**

**Intervention  
Model**

**Support System**

Policies

Financing

Mission/Policy  
Alignment

Administrative  
Leadership

Resources

Professional  
Characteristics

Intervention  
Perceptions and  
Attitudes

Agency Culture

Decision  
Structure

Organizational  
Health

Psychological Characteristics

Agency Climate

Agency  
Characteristics

# Lessons Learned from Practice over 30 years

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- 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

# What Makes A School Successful?

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

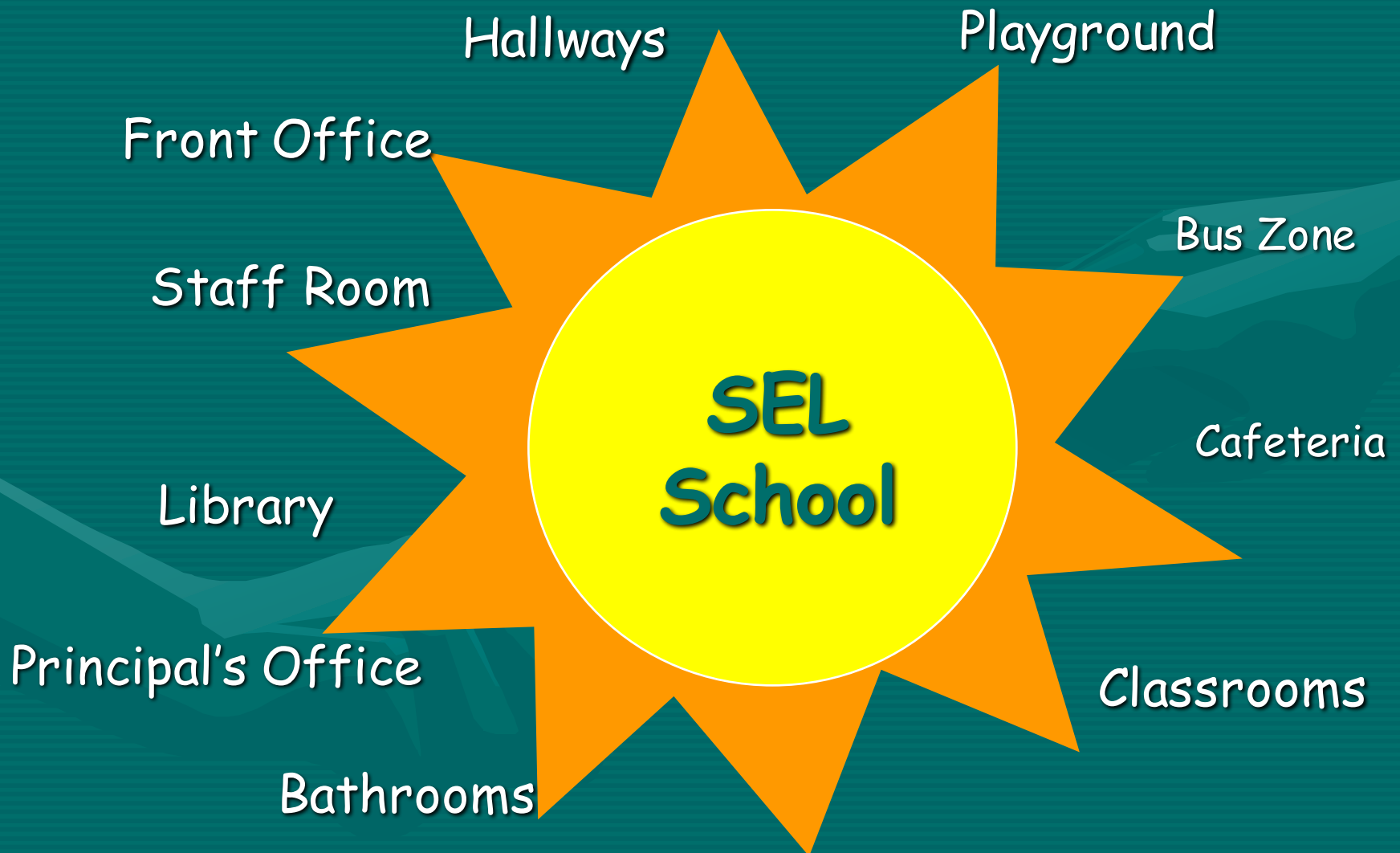
# READINESS AND THE ROLE OF THE SCHOOL LEADER

Leadership essentials for effectively implementing an SEL program?

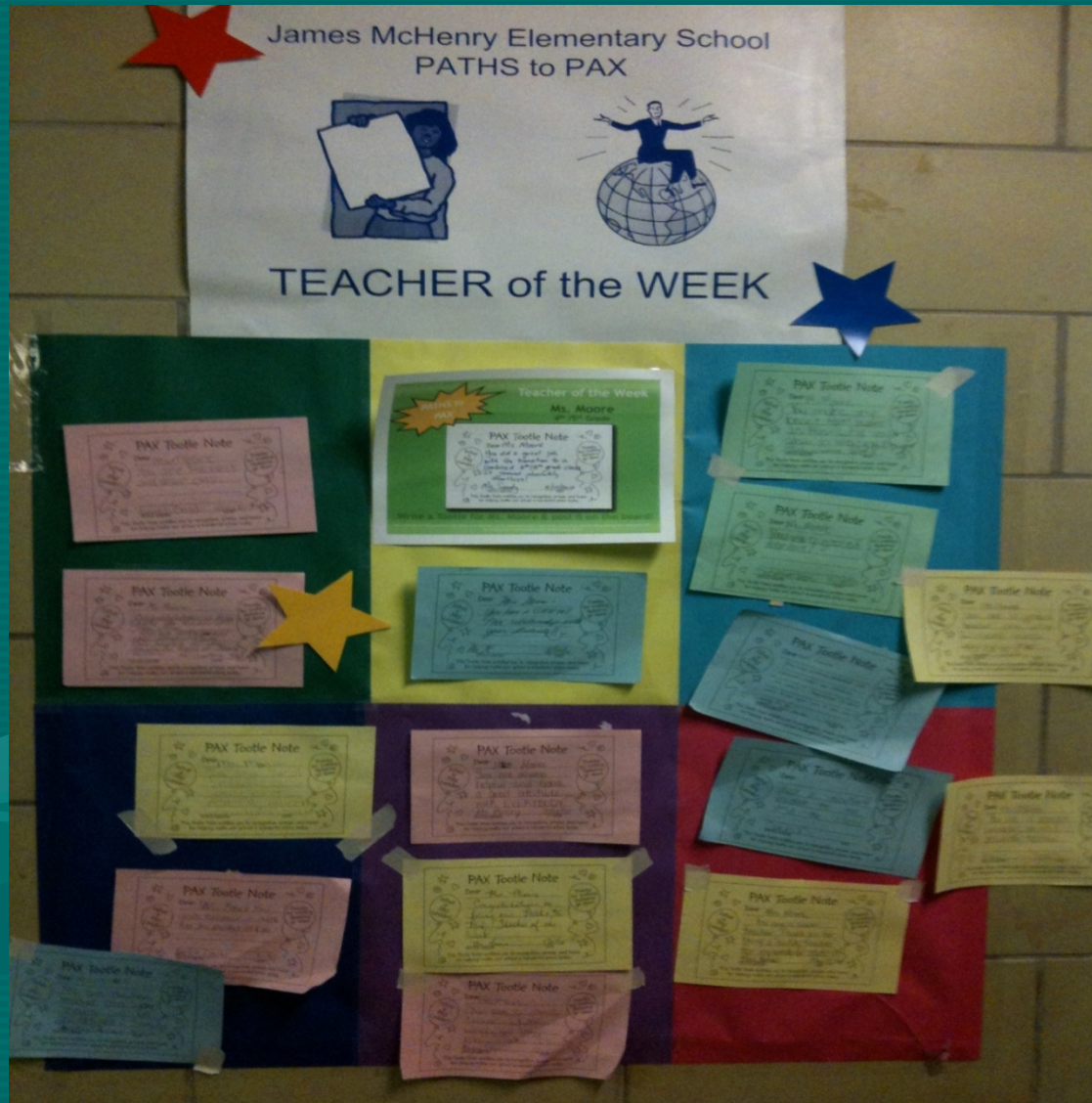
- Principal evaluates her/his personal commitment to SEL
- Principal as “lead learner”
- Principal elicits others’ involvement and commitment



# What Does Schoolwide SEL Look Like?



# Teacher of the Week



# The Big Picture : Supporting Effective Social and Emotional Development



# Fidelity and Diversion from the Model

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## Negative adaptations

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

# Diversion from the Model

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## 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!

