

PATHS

Promoting Alternative THinking Strategies

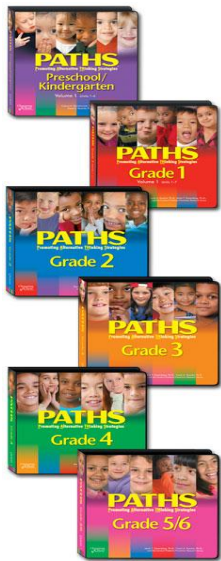


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Description

Promoting Alternative THinking Strategies (PATHS) was created by Carol Kusché and Mark Greenberg. PATHS is a universal preventative program which promotes emotional and social competencies and reduces aggression and behaviour difficulties, while concurrently improving the academic development within the classroom for students between pre-kindergarten and grade six. PATHS focuses on the development and strengthening of emotional literacy, positive peer relations, and problem solving skills.

Materials



Pre-K/Kindergarten Kit

\$ 399.00 (U.S.)

Basic Kits (Gr. 1-6)

\$ 699.99 (U.S.)

Complete Kit

\$ 799.99 (U.S.)

Each grade kit contains

Instructor's Manual
Curriculum Manual
Posters
Feeling Chart
Feeling Faces
Involve Parents/Support Materials CD
Story Books or Novels
Take Home Materials
Puppets (Pre-K/K and grade 1)
Stickers (Pre-K/K to grade 3)

Languages

English and Spanish

Translated into:

Dutch
French
Hebrew

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Training

Training for practitioners who plan to implement PATHS is strongly recommended. A two day on-site training for up to 30 participants costs \$ 2000.00 U.S. per day.

For best practice, a staff member is chosen to become a PATHS coach for the school.

Consultation to that coach from a certified trainer is \$50.00 U.S. per hour. After 2 years of coaching within the school, an individual has the opportunity become an Affiliate Trainer.

Theoretical Basis

PATHS is based on five the theoretical models:

1. Affective Behavioural Cognitive Dynamic model
2. Eco-Behavioural System's Approach
3. Neurobiological Theory of Development
4. Developmental Psychodynamic Theory
5. Emotional Intelligence Theory



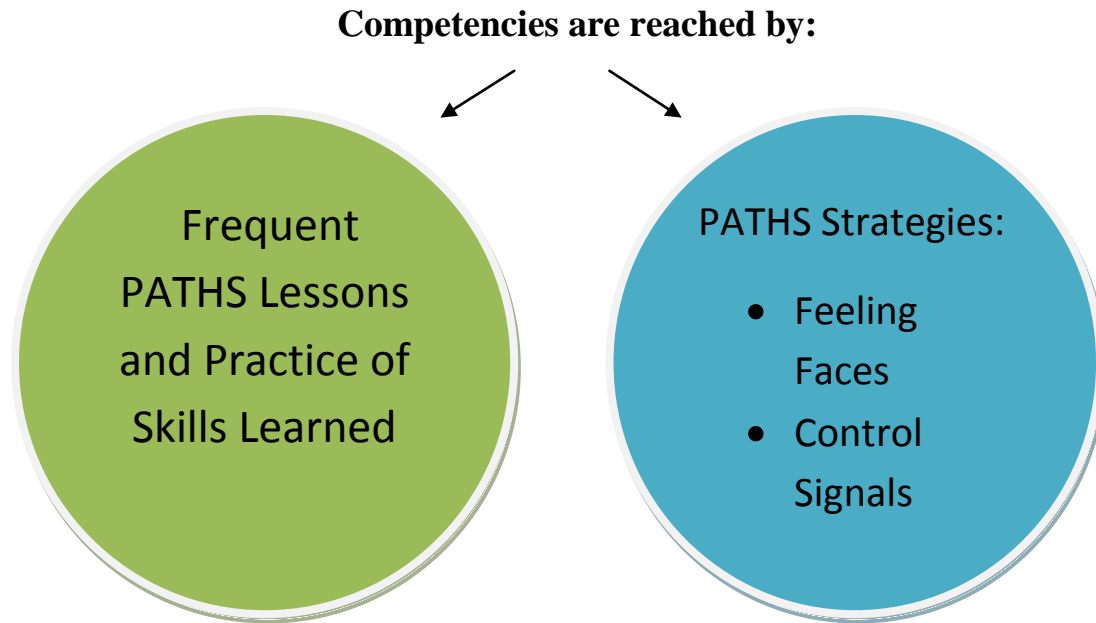
Implementation

The PATHS program is primarily two things: **a set of social emotional lessons organized into grades, and age-appropriate strategies and a common language to be used in the classroom.**

- The lessons are *teacher implemented*, and meant to be done 2-3 times a week for 20-30 minutes.
- The strategies are to be modelled and used throughout the day as situations come up.
- Most effective when they go beyond the classroom to a school wide consistent strategies and language.

Competencies

The lessons and strategies of PATHS all follow the core competencies outlined by CASEL- that of *self awareness, responsibility, relationship skills, social awareness* and *self management*.



Strengths	Limitations
<ul style="list-style-type: none">• Based on 5 theories• Power of cohesion in schools• Manualized, training and coaching available• Support for struggling teachers• Easy to implement• Works well with other programs	<ul style="list-style-type: none">• Fidelity-Sustainability• Attitude, beliefs of teachers/administration• Turn-over of school staff• Cost of the program

Awards

- Blueprints for Violence Prevention, U. of Colorado, 1997-98
- Office of Juvenile Justice and Delinquency Prevention, 2010
- National Registry of Evidence Based Programs and Practices, 2007
- Substance Abuse and Mental Health Services Administration, 2003
- CASEL- Safe and Sound Prevention, 2003
- Center for Disease Control and Prevention, 2003
- Positive Youth Development, 2002
- Office of Safe and Drug-Free Schools, 2001

Research

Clinical studies (including a 15 year longitudinal study) have found:

- 32% reduction in student behaviour
- 36% increase in student self control
- 68% increase in students' emotional awareness
- 20% potential increase in cognitive skills test scores

Significant reduction in:

- internalizing symptoms
- externalizing symptoms
- peer problems

Significant increase in:

- emotional awareness and feelings vocabulary
- cooperation
- social skills
- self regulation & sustained attention
- overall academic progress

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Websites

- <http://casel.org/>
- <http://www.channing-bete.com/prevention-programs/paths/paths.html>
- <http://www.episcenter.psu.edu/ebp/allthinking>
- <http://www.prevention.psu.edu/projects/paths.html>