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

<table>
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<tr>
<th>Pre-K/Kindergarten Kit</th>
<th>Basic Kits (Gr. 1-6)</th>
<th>Complete Kit</th>
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<tbody>
<tr>
<td>$ 399.00 (U.S.)</td>
<td>$ 699.99 (U.S.)</td>
<td>$ 799.99 (U.S.)</td>
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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

Purchased Through
- Channing Bete
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—those of self awareness, responsibility, relationship skills, social awareness and self management.

Competencies are reached by:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Limitations</th>
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<tr>
<td>• Based on 5 theories</td>
<td>• Fidelity-Sustainability</td>
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<tr>
<td>• Power of cohesion in schools</td>
<td>• Attitude, beliefs of teachers/administration</td>
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<td>• Manualized, training and coaching available</td>
<td>• Turn-over of school staff</td>
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<td>• Support for struggling teachers</td>
<td>• Cost of the program</td>
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<td>• Easy to implement</td>
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<td>• Works well with other programs</td>
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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

References


**Websites**

http://casel.org/


http://www.episcenter.psu.edu/ebp/altthinking

http://www.prevention.psu.edu/projects/paths.html