PROMOTING SOCIAL AND EMOTIONAL DEVELOPMENT: Using the PATHS Curriculum to Build Resilience In Children

CMSD - October 2009

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Implementation of PATHS In Cleveland

Agenda Today

- Review of PATHS
  - Theory
  - Data
- Role of PATHS in Larger Humanware Model
- Questions and Discussion of Next Steps
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 are the Focus of PATHS

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

The process of acquiring the competencies to:

- Recognize and manage emotions
- Develop caring and concern for others
- Make responsible decisions
- Establish and maintain positive relationships
- Handle challenging situations effectively
Core SEL Competencies

- Self-awareness: Recognizing one’s emotions and values as well as one’s strengths and limitations.
- Self-management: Managing emotions and behaviors to achieve one’s goals.
- Social awareness: Showing understanding and empathy for others.
- Responsible decision-making: Making ethical, constructive choices about personal and social behavior.
- Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict.

From CASEL
Essential Social Skills in the Preschool Years and Beyond

**Making Friends**
Establishing common ground, communication skills, positive attention, entering groups of peers.

**Cooperative Play**
Sharing, taking-turns, helping, team work, following rules, understanding roles.

**Frustration Tolerance and Self-Control**

**Conflict Resolution/Problem Solving**
Children who fail to gain these competencies in the early years:

- Enter school at risk for stable and escalating behavior problems
- Risk learning problems and academic delays
- Risk peer rejection and victimization
- Risk adolescent problems in areas of school failure, substance use, and criminal activity
Children learn social-emotional competencies in the same way they learn cognitive skills:

- Teacher-led instruction
- Multiple, guided practice opportunities
- Feedback and reinforcement
- A supportive classroom context
How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life
PATHS Curriculum Objectives

- Control of arousal and behavior through self-regulation – improve attention

- Focus on affective vocabulary and emotion processing – improve communication and behavior

- Integrate affective, cognitive, and linguistic skills for effective problem-solving and learning

- Promote positive peer relations
PATHS: Theoretical Models

- Developmental Theory on the Integration of Affect, Cognition, Language and Behavior
- Neuro-cognitive model of regulatory function of language and emotional awareness for Frontal Lobe Control of Behavior and the development of attention and learning
- Ecological model focused on building a caring school environment
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
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.
CALVIN AND HOBBES / Bill Watterson

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

...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?

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Learning to Calm Down

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

Tell Yourself to STOP

Take One Long, Deep Breath

Say the Problem and How You Feel
Control Signals

Take a long, deep breath. Say the problem and how you feel.

What could I do? Would it work?

Try your best idea. How did it work?
EXAMPLE FEELING FACES

curious or interested

kind

excited

ashamed

frustrated

mad or angry
What is the Optimal Form of Training and Support for Implementation?

- Initial Training - 2 day workshop
- PATHS Consultant (PC) visits each class bi-weekly for coaching support in the first year
- PC meets with teachers individually/teams for 20 minutes/bi-weekly
- PC receives ongoing technical assistance from National PATHS Trainer
- Teachers use PATHS 2-3X/week for 20-30 minutes
The Importance of Generalization

- It is critical to ensure that children generalize (i.e., apply the new skills in other situations) the use of PATHS skills to the remainder of the school day and to other contexts.

- Teacher’s and principals frequent modeling of the skills is critical for generalization.

- Generalization activities and strategies are incorporated to be used throughout each school day and materials are included for use with parents.
PreK/K PATHS: Promoting Social and Emotional Competence in Young Children

Celene E. Domitro维奇, Rebecca Cortes, & Mark T. Greenberg
Penn State Prevention Research Center
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 or The Netherlands
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
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
Students Receiving PATHS in Grade 2 and 3 show less increase in ext problems 2 years post-intervention

Riggs, Greenberg, Kusche & Pentz, 2006
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
Students Receiving PATHS in Grade 2 and 3 significantly decline in self-report of symptoms of depression and sadness.

Kam, Greenberg & Kusche 2004
Research Question #3

Can use of an SEL Program improve Classroom Climate? Yes
End of First Grade (1 Year of Intervention)
Observed Classroom Atmosphere

Fast Track Study - 378 Classrooms - 6715 children
CPRRG, 1999 - Journal of Consulting and Clinical Psychology
Research Question #4

5a. Does the Intervention alter Executive Function?

- Stroop - (Inhibition)
- Verbal Fluency (Working Memory)

5b. Do changes in Executive Function mediates the relation between intervention and decreased aggression or internalizing problems?
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
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Stroop Test - Part 2 - Inhibitory Control
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 Mediational Model

Externalizing

Pretest

9-mo post

Inhibitory Control

1-yr follow-up

PATHS

Externalizing Behavior

.15**

-.14**

-.17***

ns

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

** = p < .01; *** = p < .001
How to do Turtle

1. Stop.
2. Breathe.
3. Say the problem and how you feel.

What do friends do?
- Friends play.
- Friends help.
- Friends share.

Our Feelings Chart
Teaching Self-Control with the Turtle Technique
Pre/K K PATHS Intervention

- Head Start Contexts in PA (both urban and rural)

- Significant Effects on Behavior
  - Social Cognition
  - Working Memory (Dimensional Card Sort)
Dimensional Change Card Sort (DCCS)

Target Cards

Test Cards

“Let’s play the shape game: If it’s flower, then put it here; but if it’s a car, then it goes there.”
“Okay, we’re not going to play the shape game anymore. Now, we’re going to switch and play a new game, the color game: If it’s red, then put it here; but if it’s blue, then it goes there”
Grade 3/4 PATHS (Rochester, NY)

Children’s Institute – Univ. of Rochester
Crean, Johnson, Lazenby and others
Randomized Trial Design
Grade 3 Intervention

Significant Experimental versus Control differences found in:
- Peer Social Skills
- Shy-Anxious Problem Behaviors
- Assertive Social Skills
- Frustration Tolerance
- Acting Out Problem Behaviors
Lessons Learned from Practice

- Implementation of an SEL program is challenging because it creates change.
- Pre-planning builds awareness and a sense of efficacy makes the transition smoother.
- Building school and staff readiness
- School wide use and strong leadership
  - Not just the classroom
- Consistency
- Flexibility and Integration
IMPLEMENTATION PHASE

Lights, Camera … Action!

- Provide PATHS Training
- Provide Sufficient Teacher Support
- Adjust based on experiences
- Expand and integrate
- Focus on monitoring and improving
SUSTAINABILITY FACTORS

Ongoing processes. Relevant throughout implementation, and beyond…

- Professional development
- Monitoring, evaluating, improving
- Developing infrastructure
- Expanding and integrating
- Nurturing partnerships
- Reflecting on and sharing progress
Human Ware Recommendations 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
  - Build CMSD Capacity for Sustainability
Human Ware Recommendations and The PATHS Curriculum

• Avoid single solutions or **unaligned** multiple solutions

• Employ a **three-tiered** approach to building conditions for and capacity to learn and teach

• **Align** promotion and prevention, early intervention and treatment

• Use **data** for planning, monitoring and evaluation

• Eliminate **ineffective** or counter-productive practices and behaviors
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