

PATHS[®] Fourth/Fifth Grade Workshop Cleveland Metropolitan School District

Introduction

PATHS[®] Program Overview

What is Social Emotional Intelligence

- A. ABCD Model
- B. Developmental Model
- C. Problem Solving

Research Results

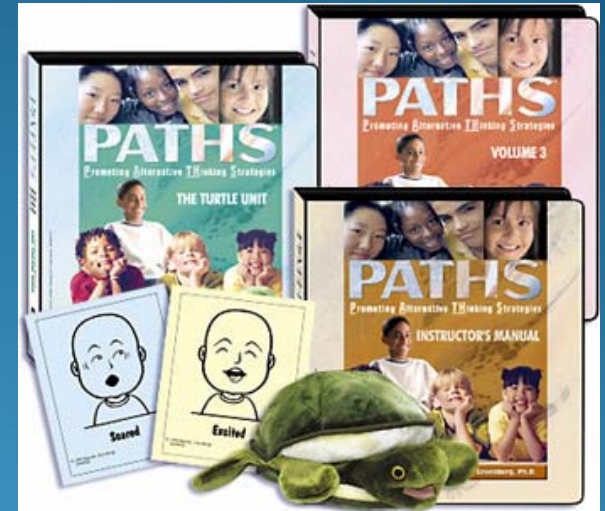
Previous PATHS[®] Concepts/Goals of third grade

Modeling of lessons/teacher led lessons

Parent/Family Issues

Teacher/Coach roles and responsibilities

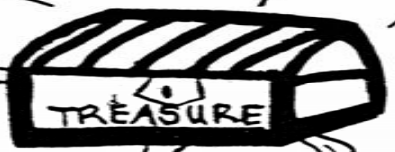
Questions/Evaluation/Close



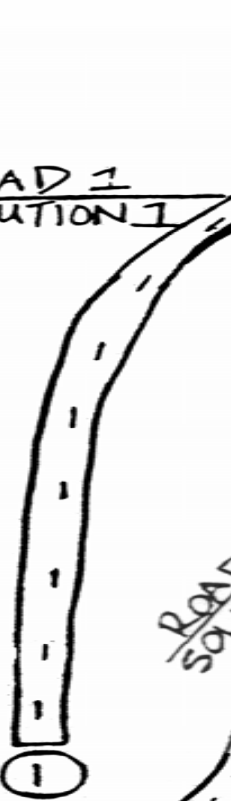
A very Mean, huge ogre lives here!



Buried He X



ROAD 1 SOLUTION 1



A very big swamp with crocodiles



ROAD 2 SOLUTION 2



ROAD 3 SOLUTION 3



TREASURE MAP

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:

_____	_____	_____
_____	_____	_____
_____	_____	_____

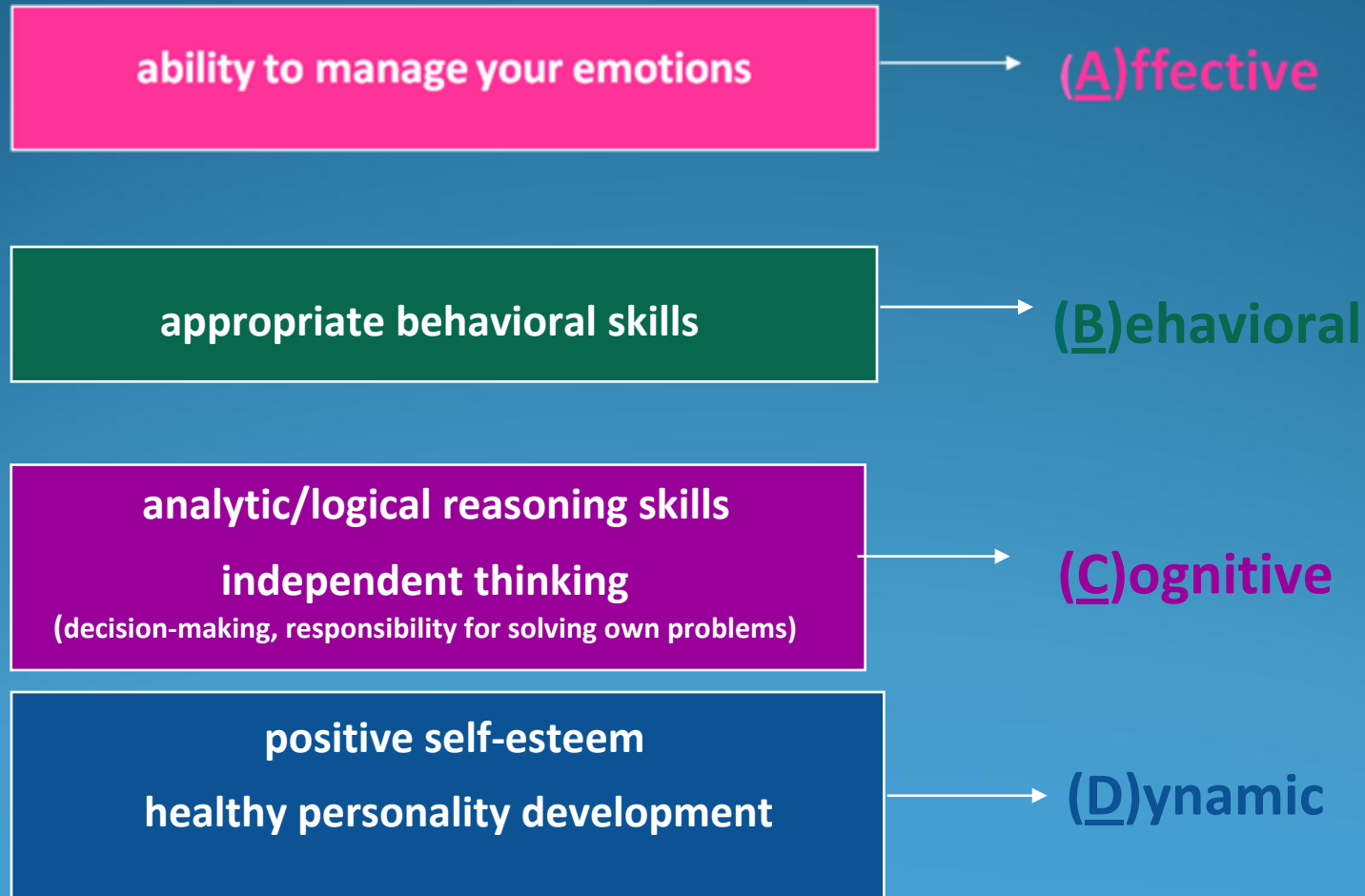
We will go _____ because _____

Our biggest obstacle will be _____

We plan to do _____ to overcome this
obstacle.

ABCD MODEL OF DEVELOPMENT

Developmental Model of Components Necessary
for Successful Coping & Adaptation



ABCD Developmental Model

(Affective-Behavioral-Cognitive-Developmental)

Stages of Developmental Integration

1. Infancy: (Birth to 18 months)

- * Emotion = Communication
- * Arousal & Desire = Behavior

2. Toddlerhood: (18 months to 36 months)

- * Language supplements Emotion = Communication
- * Very initial development of emotional labeling
- * Arousal and Desire = Behavior

3. Preschool Years: (3 to 6 years)

- * Language develops powerful role
- * Child can recognize/label basic emotions
- * Arousal & desire > symbolic mediation > behavior
- * Development of role-taking abilities
- * Beginning of reflective social planning & problem-solving (Generation of alternative plans for behavior)



ABCD Developmental Model

(Affective-Behavioral-Cognitive-Developmental)

4. School Years: (6 to 12-13 years)

- * Thinking in language has become habitual
- * Increasing ability to reflect on & plan sequences of action
- * Developing ability to consider multiple consequences of action
- * Increasing Ability to take multiple perspectives on a situation

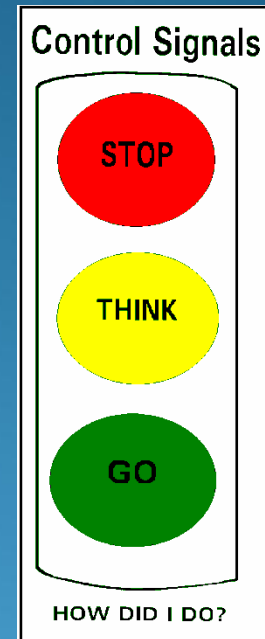
5. Adolescence (6 to 12-13 years)

- * Utilize language in service of hypothetical thoughts
- * Ability to simultaneously consider multiple perspectives



PATHS[®] Problem Solving Steps

1. STOP and CALM DOWN
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 the CONSEQUENCES
7. Choose the BEST solution (evaluate all the alternatives)
8. Make a good PLAN (think about possible obstacles)
9. TRY MY plan
10. EVALUATE – How did I do?
11. If you need, TRY AGAIN



Summary Findings: The PATHS[®] Curriculum

There have been four controlled studies with randomized control groups:
2 with regular education children, 1 with special needs children,
and 1 with deaf/hearing-impaired children.

Increasing Protective Factors:

The use of the PATHS[®] Curriculum has significantly increased children to:

- Develop more effective alternative strategies
- Recognize and understand emotions

Cognitive testing indicates that PATHS[®] leads to improvements in the following skills:

- Ability to plan ahead to solve complex tasks (WISC-R Block Design and Analogies of the Test of Cognitive Abilities)
- Cognitive flexibility in non-verbal tasks

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Reducing Maladaptive Outcomes:

Teachers report at one-year post-test:

- Decreased externalizing symptoms (aggressive-disruptive-in special needs students)
- Decreased internalizing symptoms in students (sadness, anxiety, withdrawal)

Students report at one-year post test:

- Decreased symptoms of sadness and depression (Child Depression Inventory)

Research Results

Findings from the National Fast Track Demonstration Program

End of first grade and third grade
(Seattle, Nashville, rural Pennsylvania)

Improved social adaptation as indexed by reports of:

- Lower peer aggression and disruptive scores and higher ratings of positive peer skills as rated by students (Sociometric)
- Lower teacher ratings of disruptive behavior and higher teacher ratings of academic engagement (Teacher report)
- Improved classroom atmosphere (assessed by Independent Observers-Grade 1)

The above dimensions were analyzed in approximately 150 PATHS intervention classrooms and 150 matched comparison classrooms (randomized trials at the four U.S. sites)

PATHS[®] Concepts for First and Second Grade

1. Basic Self-Control

2. Discussion and Vocabulary of Feelings

3. Friendship skills-

- basic listening skills
- fair play rules
- making friends
- making up with friends
- complimenting
- winning and losing



4. Initial skills in Problem-solving

- generating consequences
- taking others points of view
- considering consequences

5. Manners

What are the goals of 4th and 5th grade PATHS?

All earlier goals are continued at the appropriate developmental level

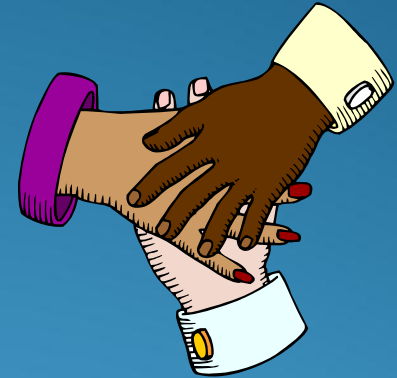
New issues or emphases:

1. Grade Level Interpersonal and Academic Problem Solving Skills
 - Setting Positive Goals
 - Consequential Thinking
 - Making Good Plans
 - Setting Appropriate Goals
 - Dealing with Obstacles
2. Generalize the use of problem-solving and conflict resolution to real-life situations
3. Building emotional awareness and vocabulary to nurture self-awareness and empathy
4. Develop friendship skills while improving peer resistance skills
5. Develop citizenship skills and caring for others
6. Character biographies to support above skills through the use of “role model” biographies
7. Novel studies to support the above skills in concert with other academic standards
8. Establish direct ties between PATHS and both Language Arts and Social Studies

Roles and Responsibilities of Coaches and Teachers

Teacher:

- ❖ Lessons will be taught twice per week as written and in order
- ❖ Use PATHS concepts throughout the day (complimenting, calming down, problem solving, emotional language)
- ❖ Compliment a PATHS Kid daily



Coach:

- ❖ Will support teachers, staff, students, parents, and principals using PATHS
- ❖ Facilitate the teaching of PATHS
- ❖ Materials resource
- ❖ Meet with teachers on a bi-weekly basis