

# PATHS<sup>®</sup> Third Grade Workshop

## Cleveland Metropolitan School District

Introduction

PATHS<sup>®</sup> Program Overview

What is Social Emotional Intelligence

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

Research Results

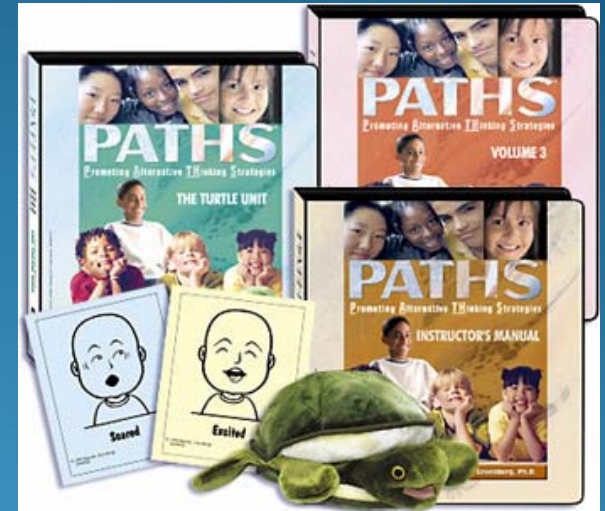
Previous PATHS<sup>®</sup> Concepts/Goals of third grade

Modeling of lessons/teacher led lessons

Parent/Family Issues

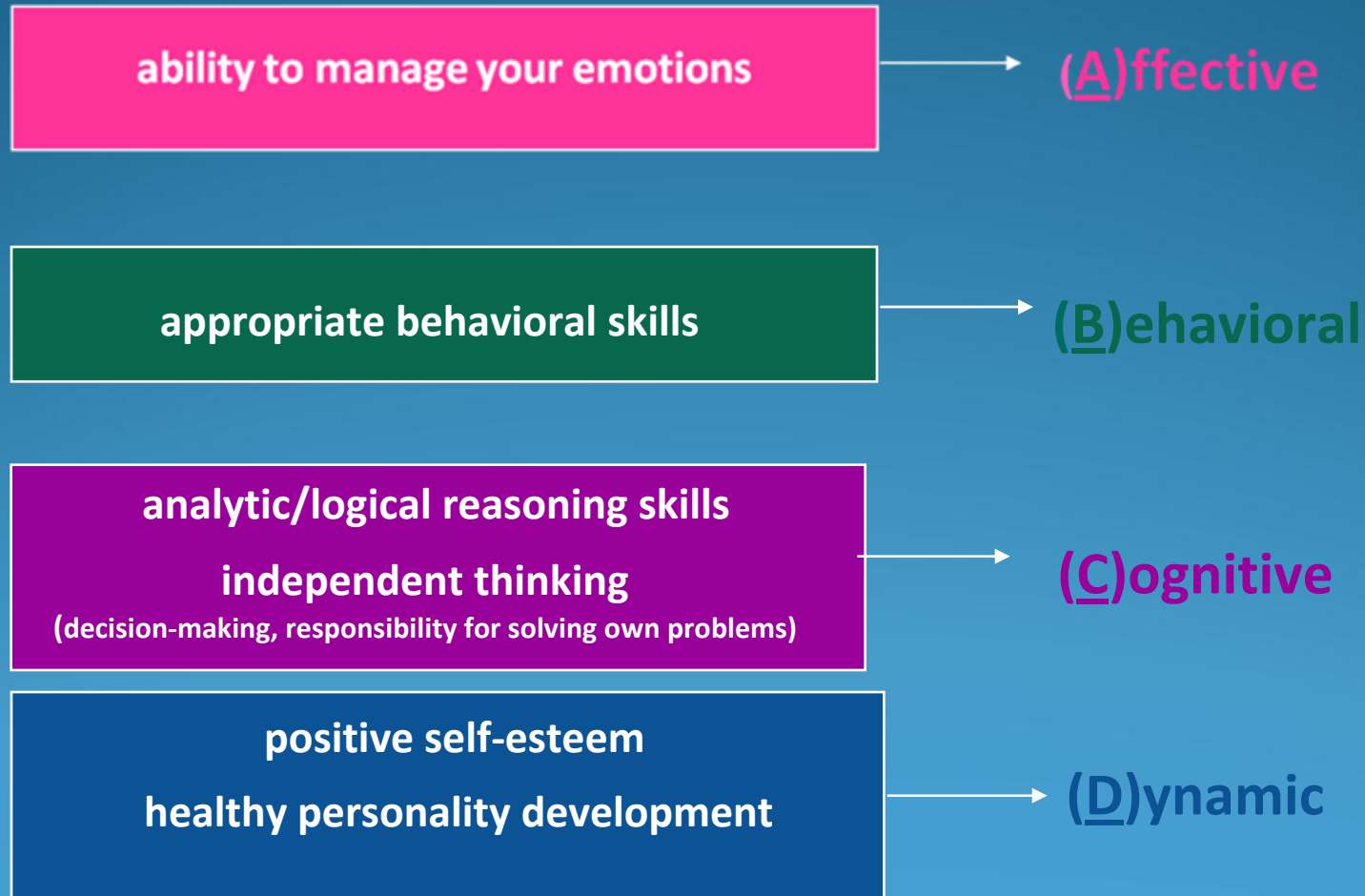
Teacher/Coach roles and responsibilities

Questions/Evaluation/Close



# 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

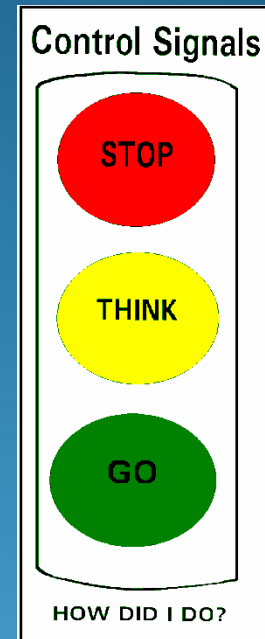
## 5. Adolescence (6 to 12-13 years)

- \* 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<sup>®</sup> 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<sup>®</sup> Curriculum has significantly increased children to:

- Develop more effective alternative strategies
- Recognize and understand emotions

Cognitive testing indicates that PATHS<sup>®</sup> 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<sup>®</sup> 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 3rd grade PATHS?

All earlier goals are continued at the appropriate developmental level

## New issues or emphases:

### 1. Further issues regarding emotional development

- Reading emotional Cues
- Judging Intensity of Emotions
- New Emotion Vocabulary and Feelings Dictionary

### 2. Intermediate Problem Solving Skills

- Issues in Problem Identification
- Setting Positive Goals
- Coping with difficult problems

### 3. Working cooperatively in groups

### 4. Self-identity and peer resistance

### 5. Character Development through "role model" biographies

### 6. Direct ties between PATHS and Language Arts

### 7. Direct ties between PATHS 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