Promoting Alternative THinking Strategies (PATHS) Preschool
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Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University.

Program Components
- Lessons & Extension Activities
  Goal: To teach children specific skills
- Generalization
  Goal: To apply skills to new contexts throughout school day
- Parent Materials
  Goal: To extend learning to the home environment

Targets
- Decrease Risk Factors
- Increase Protective Factors

Proximal (Short-term) Outcomes
- Improved Emotion Knowledge
- Improved Self Regulation (Emotion Regulation & EF Skills)
- Improved Social-Cognitive Skills

Distal (Long-term) Outcomes
- Reduced Antisocial Behavior
- Improved Social Competence
- Improved Cognitive Abilities (Executive Functions)
- Improved School Readiness

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Risk Factors:
- Aggressive behavior
- Impulsive behavior
- Poor problem solving skills
- Poor social skills
- Early initiation and persistent antisocial behavior
- Poor academic performance
- Low school commitment
- Favorable attitudes towards antisocial behavior

Protective Factors:
- Emotional awareness and understanding
- Emotional regulation
- Social skills
- Problem solving
- School opportunities for prosocial involvement
- School rewards for prosocial involvement
- Interaction with prosocial peers
- Self-regulation

Reduced Antisocial Behavior:
- Less likely to show aggressive & impulsive behavior
- Less likely to show disruptive classroom behavior
- Less likely to be rated by peers as aggressive and disruptive

Improved Social Competence:
- More likely to handle stressful situations in positive ways
- More accurate understanding of emotions and their effects on others
- Effective conflict resolution
- Acceptance by peers
- More likely to show prosocial behavior with peers

Improved School Readiness:
- More likely to be engaged and attentive in classroom work
- More likely to complete assigned classroom work
- Less likely to allow uncomfortable emotions to affect learning

Program Components

Program Modalities
Specific strategies, methods, and techniques are used to accomplish the program goals.

Lessons & Extension Activities
Goal: To teach children specific skills
- Lessons taught twice weekly
- Compliment process
- Center based activities
- Use of feeling faces chart & cards for emotional awareness
- Skill practice (Use of Turtle Technique to promote self-regulation)
- Use of visual reminders and cues to promote skill use
- Dialoguing in problem situations
- Integration with base curriculum
- Letters sharing key concepts and objectives
- Take home activities

Generalization
Goal: To apply skills to new contexts throughout each school day

Parent Materials
Goal: To extend learning to the home environment

Targeted Risk and Protective Factors
Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal (Short-term) Outcomes
Targeted outcomes that the program is designed to impact immediately following program completion.

Distal (Long-term) Outcomes
Outcomes impacted by the program years following program completion that are hypothesized but follow-up data are not yet available.

Improved Emotion Knowledge:
- Accurate emotion identification in self and others
- Acceptance of emotions
- Diverse emotion vocabulary
- Distinguishing comfortable from uncomfortable feelings
- Ability to label and communicate feelings appropriately
- Recognizing feelings are different from behaviors
- Having empathy for others and their feelings

Improved Self Regulation
- Improved emotion regulation
- Increased attention
- Increased inhibitory control (being able to efficiently shift thinking)
- More likely to effectively plan during cognitive tasks

Improved Social-Cognitive Skills
- Perspective taking
- Complex and accurate plans for solving interpersonal problems and conflicts
- Confidence in problem solving

Compliment process