Promoting Alternative TThinking Strategies (PATHS)
Program developed by Mark Greenberg, Ph.D., Pennsylvania State University, and Carol Kusché, Ph.D., University of Washington.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University.

**Program Components**

- **Lessons**
  - Goal: To teach youth 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 Outcomes**

- Improved Emotion Knowledge & Awareness
- Improved Self-Control
- Improved Social Problem Solving

**Distal Outcomes**

- Reduced Antisocial Behavior
- Improved Social & Emotional Skills
- Improved Cognitive Abilities (Executive Functions)
- Improved Academics

**RESEARCH DELIVERY MODEL**

- PATHS is delivered in preschool and in kindergarten through 6th grade.
- PATHS is a classroom curriculum incorporated into daily lessons throughout the school year.
- The PATHS program is designed to be taught by preschool and elementary school teachers and generalized throughout the school day with administrative support.
- Each classroom has a kit that comes with an instructor’s guide, a curriculum manual, posters, parent materials, and other grade specific supplies.
### Lessons
**Goal:** To teach youth specific skills
- Lessons taught twice weekly
- Role Plays
- Take home activities
- Use of feeling faces cards for emotional awareness
- Skill practice (Do Turtle & 3 Steps for Calming Down)
- Use teachable moments to reinforce skills
- Integration with other subjects
- Problem Solving Meetings
- Letters sharing key concepts and objectives
- Activities to extend learning and encourage practice and discussion

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

### Parent Materials
**Goal:** To extend learning to the home environment

### Program Components
- Specific strategies, methods, and techniques are used to accomplish the program goals.

### Targeted Risk and Protective Factors
**Risk Factors:**
- Aggressive behavior
- Impulsive behavior
- Poor problem solving 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

### Targeted Outcomes
**Targeted outcomes that the program is designed to impact immediately following program completion.**

### Proximal Outcomes
- **Improved Emotion Knowledge & Awareness:**
  - Expanded vocabulary for emotions
  - Understanding that feelings are important signals and to pay attention to them
  - Understanding all feelings are ok
  - Labeling feelings as comfortable or uncomfortable
  - Recognizing feelings are different from behaviors
  - Having empathy for others and their feelings
  - Understanding communication of feelings is important

- **Improved Self-Control:**
  - Ability to tolerate frustration
  - Awareness of need to stop and calm down when upset
  - Less likely to act impulsively
  - Healthy coping and stress management

- **Improved Social Problem Solving:**
  - Ability to use effective problem solving strategies
  - Improved prosocial peer relations
  - Confidence in problem solving

### Distal Outcomes
**Outcomes impacted by the program months/years following program completion that have been demonstrated through research:**
- **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
  - More likely to show prosocial behavior with peers

- **Improved Social & Emotional Skills:**
  - More likely to handle stressful situations in positive ways
  - More likely to develop more complex and accurate plans for solving interpersonal problems and conflicts
  - More accurate understanding of emotions and their effects on others

- **Improved Cognitive Abilities (Executive Functions):**
  - More use of Inhibitory control (being able to efficiently shift thinking)
  - More likely to effectively plan during cognitive tasks

- **Improved Academics:**
  - 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 the learning process