

Further information and evidence to support Promoting Alternative Thinking Strategies (PATHS)

We have an opportunity through the Early Intervention Grant (EIG) to **support up to 22 schools** to develop PATHS through a whole school approach from September 2012 and we would like to give you the opportunity to nominate your school.

Promoting Alternative Thinking Strategies (PATHS) is an evidence based early intervention programme. It was designed over twenty years ago by Professors' Greenberg and Kushche to support the development of self-control, emotional awareness, and the interpersonal problem-solving skills of **5 to 11 year olds**. As a whole school approach PATHS has been designed to promote emotional and social competencies and reduce aggression and behaviour problems.

The PATHS programme covers five conceptual domains:

- self control
- emotional understanding
- positive self esteem
- relationships and
- interpersonal problem-solving skills

Evidence from Norfolk Schools

Results from a pilot of PATHS in Norfolk schools in 2011 found that it made significant positive differences in pupils' aggression and disruptive behaviour, concentration, attention, social and emotional competence.

Please see [PATHS Norfolk's Experience 201](#).

Delivering the PATHS programme

PATHS concepts are delivered through story, role-play, modelling and discussion. The spiral curriculum is developed through set lessons as part of a scheme of work including activities, photos, resources and posters for YR – Y6. The lessons need to be delivered for a minimum of 2 x 30 minute sessions weekly. However, opportunities to reinforce the concepts across the school day and using cross curricular links are also necessary.

Involving parents/carers

Parental / carer engagement and involvement is a key feature of PATHS with regular information/homework activities being sent home to ensure families are introduced to new concepts as they are delivered in school.

The Support Model

THE PATHS team will support schools for the implementation period.

In-House Coordinator

Each school will nominate an In-House Coordinator (IHC) who will lead the development of PATHS and liaise with the PATHS Coach. See the [Role of the In-House Coordinator](#).

Training

- Short introductory staff session (30 minutes) at school staff meeting **June/July 2012**
- Initial full day's training (for a teacher and a teaching assistant from each class) on either **4th or 5th September 2012**
- Half day follow up training in **January 2013**
- Training for all other staff in school led by PATHS Coach or IHC

Support from PATHS Coach

- Scheduled visits to the school to meet the IHC every fortnight

The **model of support** is focused on ensuring schools develop PATHS

- as a whole school approach
- with fidelity
- in partnership
- through effective communication
- providing regular opportunities to develop reflective practice.

Through a **menu of support** which includes:

- Team teaching, modelling lessons, observation
- Training for all staff
- Parent/carer information sessions
- Whole school development
- Assemblies
- Staff meeting
- Activities/resources supporting links to the curriculum and the outside school environment
- Regular In-House Coordinator meetings and networking opportunities.

Fidelity of the programme

To ensure a whole school high quality and consistent approach it is important that the fidelity of the programme is maintained. This includes:

- Following planned lesson objectives and structure
- Delivering programme in sequence to ensure development of concepts
- A minimum of two x thirty minute sessions weekly
- Daily compliment session (PATHS Pupil of the Day)
- Integrating PATHS across the whole school eg. wider school curriculum, assemblies, lunchtimes etc
- Staff are supported by the PATHS Coach and IHC to deliver the programme

- Staff are observed delivering PATHS, given feedback and offered further development opportunities.

Costs and commitment to the programme

For full details, please see the [Service Level Agreement](#).

Funding available

The PATHS team will offer a sum of £1830 (paid in three instalments) in order to release the IHC for two hours weekly.

Funding is also provided for:

- training courses including refreshments
- PATHS Coach visits
- IHC network sessions
- Further training for staff in school

Costs:

The school will need to purchase resources for PATHS. The costs below are based on **one** set of resources per year group. Please note you may need more than one set per year group.

- £2200 (Year R – Year 6)
- £1294 (Year R – Year 2)
- £906 (Year 3 – Year 6)

As resources are ordered through the PATHS team the costs reflect a negotiated discount with a level of subsidy.

Evidence to support PATHS

PATHS is one of the few Social Emotional Learning programmes that has been well-researched using strong experimental designs. Findings demonstrate that PATHS is successful in both significantly increasing protective factors for healthy development and in reducing behavioural and emotional problems. There is a huge body of international research evidencing the effectiveness of PATHS and further information can be found in Appendix 1.

In addition there is a growing body of evidence within the UK which demonstrates PATHS effectiveness. It is recognised that the most effective early intervention occurs early in a child's life, but there are also several opportunities to continue social or emotional development or intervene early in primary or secondary school.

The Allen review (2011) Early Intervention - The Next Steps recommends PATHS as one of the key 19 evidence based effective early intervention programmes which should be considered by Local Authorities when developing an early intervention strategy.

To find out more please contact

Anna Sims anna.sims@norfolk.nhs.uk 01603 221828

Alice Culley alice.culley@norfolk.nhs.uk 01603 221814

Or attend a drop in session

Drop in sessions on **Friday 23.03.02** will be available at

- **West Norfolk PDC 9.30 – 13.00** and
- **Kestrel House, Hall Road, Norwich PDC 12.00 – 4.30** [See map](#)

Please contact louise.flynn@norfolk.nhs.uk tel: 01603 221809 if you intend to come.

To nominate your school

To apply for a place for your school you will need to complete, sign and return the following by **30.03.12**

[PATHS Application Form](#) and [PATHS Service Level Agreement](#)

Successful applicants will be informed by **27.04.12**.

Appendix 1

Evidence for PATHS

There is a huge body of international research evidencing the effectiveness of PATHS. A series of randomised controlled trials with intervention versus control groups using one year of PATHS implementation with pre, post, and follow-up data have been conducted over the past two decades. (Greenberg & Kusche', 1993, 1998; 2004; Greenberg, Kusche', Cook, & Quamma, 1995; Kam, Greenberg, & Kusche', 2004; Riggs, Greenberg, Kusche' and Pentz, 2006, Eisner et al., 2007).

Increasing Protective Factors (Greenberg & Kusche', 1993, 1998, 2004)

The clinical trials show the use of the PATHS curriculum significantly increases children's ability to:

- Understand social problems
- Develop effective alternative solutions
- Decrease the percentage of aggressive/violent solutions
- Increase the children's understanding and recognition of emotions

Research demonstrates that both children and teachers report significant improvements in children's pro-social behaviour in the following domains:

- Self-control
- Emotional understanding
- Ability to tolerate frustration
- Use of effective conflict-resolution strategies

Cognitive testing indicates that PATHS leads to improvements in the following skills

- Ability to plan ahead to solve complex tasks with mainstream and special needs pupils (WISC-R Block Design and Analogies of the Test of Cognitive Abilities)
- Cognitive flexibility and low impulsivity with non-verbal tasks (Coding from the WISC-R)
- Improved reading achievement for young deaf children

Reducing Maladaptive Outcomes

Teachers report the following reductions in behavioural difficulties at *one-year post intervention*:

- Decreased internalising symptoms (sadness anxiety and withdrawal)
- Decreased externalising symptoms (aggressive and disruptive behaviour) (Special needs pupils)

Pupils report the following reductions in behavioural difficulties at *one-year post intervention*:

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

Curtis and Norgate's 2007 research into the effects of PATHS at Key Stage 1 show that at post one year of implementation:

- children in the schools delivering PATHS demonstrate significant improvements compared with children in control schools on all five behavioural and emotional constructs.
- teachers perceived the introduction of the PATHS curriculum as having a positive impact on the children's emotional and behavioural development, which was further supported by the research interviews.
- teachers perceived PATHS as having a positive impact on the emotional vocabulary and understanding of the children.
- teachers felt that the children were showing greater cooperation, empathy and self-control.

For more information about PATHS contact:

Proff Mark Greenberg Ph.D. Director, Prevention Research Center ,HDFS - Henderson Bldg. South

Pennsylvania State University , University Park, PA 16802

Phone: (814) 863-0112

E-mail: mxg47@psu.edu

Web-site: www.prevention.psu.edu