

Welcome to PATHS® Training!



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Goals for the Day 1



- Introductions, Expectations, & Norms
- Social-emotional learning (SEL) and academic success
- Overview of developmental theory of PATHS
- Research findings
- Review PATHS[®] curriculum and lessons.
- What does PATHS look like day to day?



Goals for the Day 2



- Introductions Part 2
- Check in and review from Day 1
- Problem solving
- Lesson Assignments
- Prep Time
- Model Lessons/Feedback

Introductions, Expectations, and Agreements

Sticky Note #1:

Name

A memory from your favorite teacher.

Sticky Note #2:

What do you expect from our time together?

Sticky Note #3:

What agreement can you make to help our time together be successful?



What is The PATHS® Curriculum?

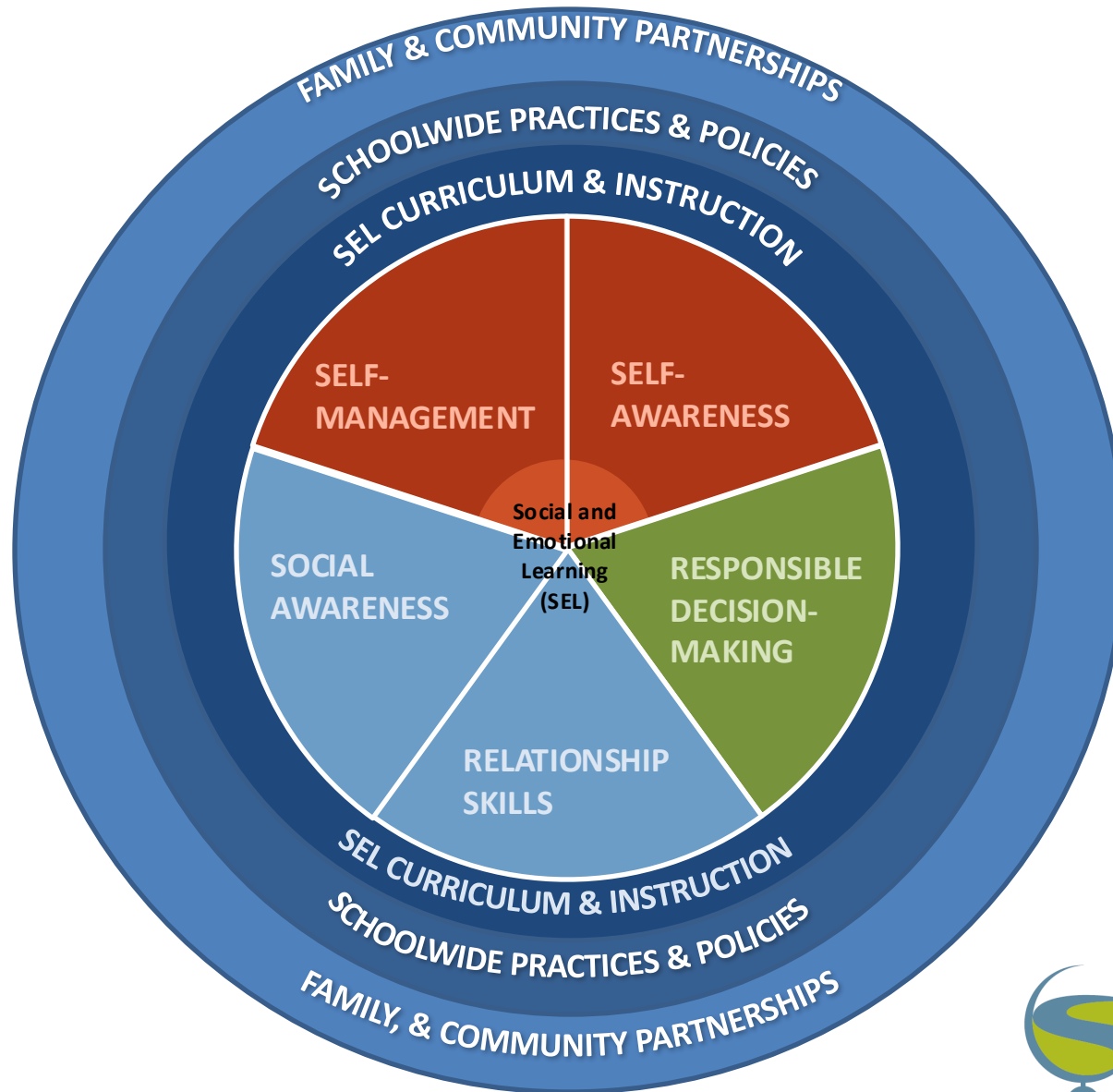
- Started as a school-based model of SEL
- Taught by classroom teachers on a regular basis
- Versions developed for PreK/K through Grade 6
- Developed in 1981 by Mark Greenberg, Carol Kusche, and colleagues
- Used in many schools in over 35 countries throughout the world
- Identified by Multiple U.S. Agencies and Other Governments as an Effective Program



What is The PATHS® Curriculum?



THE CASEL Model: Schoolwide SEL



Social Emotional Learning

The process of developing social and emotional skills in the context of safe, caring, well-managed, and engaging learning environments.

Incorporating these skills into academic subjects can be achieved in a variety of ways.



Children who do not develop these competencies....

- Risk stable and escalating behavior problems
- More often experience learning problems and academic delays
- Are more likely to bully, be rejected by peers and to be victimized
- Risk adolescent problems (school failure, substance use, criminal activity)



What do Kindergarten Teachers Consider The Most Important Dimensions of School Readiness?

- Can count to 20 or more (7%)
- Knows the letters of alphabet (10%)
- Pays attention (42%)
- Takes turns and shares (55%)
- Is sensitive to others' feelings (58%)
- Is not disruptive in class (60%)
- Can follow directions (60%)
- Is enthusiastic and curious (76%)
- Able to verbally communicate thoughts (84%)



National Center for Educational Statistics:
KTSSR 1993



SEL: The Missing Piece

95% of teachers believe that social and emotional skills are teachable to all children

Teachers believe a larger focus on SEL will have major positive effect on:

- life success (87 percent)
- school attendance and graduation (80%),
- college preparation (78%)
- academic success (75%)

The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools. Civic Enterprises, 2013



Research Findings: The PATHS® Curriculum

Increases in Resilience:

- Increased attention/engagement in the classroom
- Improved peer relations

Improvements in Cognitive Abilities:

- Executive Functions (inhibitory control/working memory)
- Ability to plan ahead to solve complex tasks

Reducing Maladaptive Outcomes:

- Lower rates of aggression, hyperactivity, inattention
- Fewer internalizing symptoms (sadness, anxiety)

Cost Savings:

- For every dollar invested, **\$22.22** estimated savings

There have been fourteen randomized controlled studies. They have involved children from Preschool to Grade 6 including all types of classrooms in both urban and rural settings. Benefit-Cost Analysis conducted by the Washington State Institute Of Public Policy (December 2018)



The Head Start REDI Project



Innovative Integrated Model:

PATHS[®] with Pre-literacy Activities and PATHS[®] focused Books

Improvements in Behavior

- Lower parent and teacher ratings of aggression
- Lower teacher ratings of hyperactivity
- Higher teacher ratings of social competence

Improvements in Cognition

- Improved executive function (working memory)
- Improved problem solving to everyday challenges
- Improved emotional understanding

Lasting Effects! Years Later in Grade 12

- Greater learning engagement
- Social competence
- Friendships
- Lower aggression



ABCDE MODEL OF DEVELOPMENT

Developmental Model of Components Necessary for Successful Coping & Adaptation

Ability to understand and manage your feelings.

→ (A)FFECTIVE

Self control; Knowledge of appropriate social behaviors, friendship skills, manners.

→ (B)EHAVIORAL

Ability to apply your thinking skills to manage conflicts and resolve problems.

→ (C)OGNITIVE

These skills build on one another over time, as do the curriculum lessons.

→ (D)EVELOPMENTAL

Positive self esteem; sense of efficacy

→ (E)FFICACY



ABCDE Developmental Model (Affective-Behavioral-Cognitive-Developmental-Efficacy)

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)



ABCDE Developmental Model (Affective-Behavioral-Cognitive-Developmental-Efficacy)

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 (12-13 years +)

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



The Importance of Emotional Regulation

CALVIN AND HOBBS / Bill Watterson



SEL
WORLDWIDE