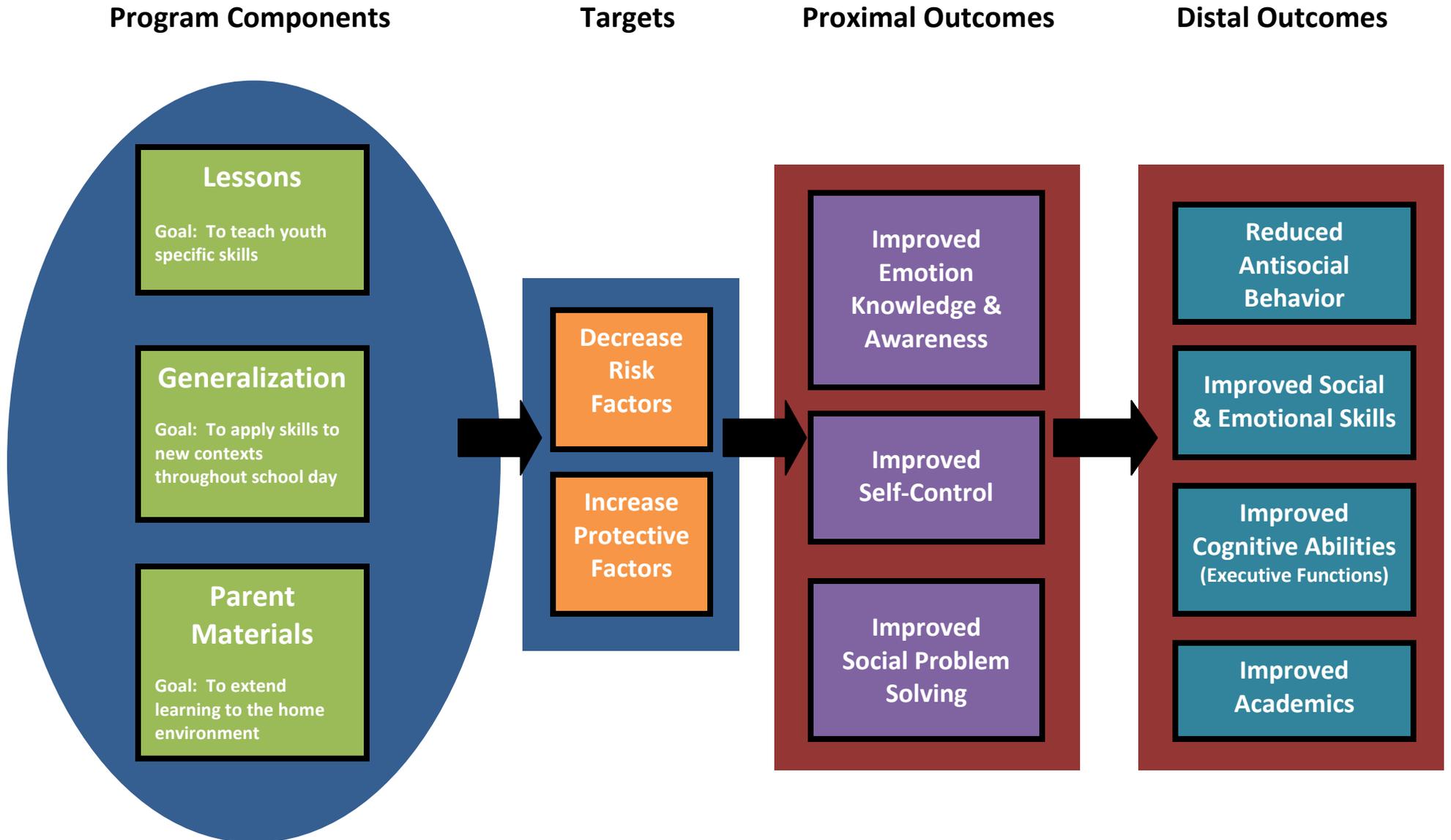


# Promoting Alternative Thinking Strategies (PATHS)

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



## Program Components

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

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

**Distal Outcomes**  
 Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

**Lessons**  
 Goal: To teach youth specific skills

- Lessons taught twice weekly
- Role Plays
- Take home activities

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

- 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

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

- Problem Solving Meetings
- Letters sharing key concepts and objectives
- Activities to extend learning and encourage practice and discussion

**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

**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

**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