

PATHS® Training

Session 1

Paths® & Preschool PATHS® Curriculum



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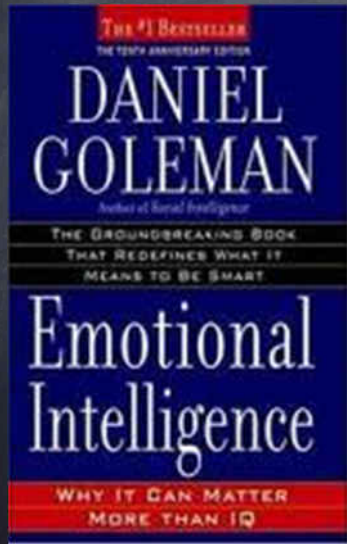
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What is PATHS®?

- Promote social and emotional competence
- Prevent or reduce behavioral and emotional problems in young children
- Prevent future adjustment problems through the development & integration of essential skills in emotional literacy, behavioral self-control and problem solving.
- Improve the social & academic climate of the classroom and school.



What is SEL???



Emotional Intelligence

“Self-awareness – recognizing a feeling as it happens – is the keystone of emotional intelligence... The ability to monitor feelings from moment to moment is [also] crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives.” (Goleman, 1995, p43)

The Nature of Childhood



Back in the day



Today

What's different?

Core SEL Competencies

Recognizing one's emotions and values as well as one's strengths and limitations



Managing emotions and behaviors to achieve one's goals



Making healthy choices about behavior

Showing understanding and empathy for others

Forming positive relationships, working in teams, dealing effectively with conflict

The Importance of Social-Emotional Competencies

Social emotional skills enable children to:

- Form friendships and feel empathy for others
- Manage anger and frustration; inhibit impulses
- Follow routines and rules; engage in learning
- Communicate effectively; solve social problems



Children who do not develop these competencies...

- Risk stable and escalating behavior problems
- More often experience learning problems and academic delays
- Are vulnerable to peer rejection and victimization
- Risk adolescent problems (school failure, substance use, criminal activity)



SEL and Academics

Emerging research validates the importance of SEL in academic settings and its impact, both direct and indirect, on motivational, behavioral and performance outcomes. (Caprara, 2000, Zins et al., 2004)





Developmental Model



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Development Birth-18 Months

Infancy

Emotion=Communication
Arousal and Desire = Behavior



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Developmental 18-36 Months

Toddlerhood

Language supplements
emotion =
Communication
Very initial development of
emotional labeling
Arousal and desire =
Behavior



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Development 3-6 Years

Preschool Years (3-6)

Language develops powerful role in communication

Child can recognize/label basic emotions

Arousal and Desire >Symbolic mediation> Behavior

Development of role-taking abilities

Beginning of reflective social planning
problem solving (generation of alternative plans for behavior)



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Development and Social Behaviour

What would your mom want for her birthday?

3 year old



Please
Learn

5 year old



ssion by

Marshmallow Test



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Development From 6-12

- Thinking in language has become habitual
- Increasing ability to consider and plan sequences of action
- Developing ability to consider multiple consequences of action
- Increasing ability to take multiple perspectives on a situation



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The Learning Process

- SEL is not automatic
- Compliance vs. SEL
- Generalization opportunities
- Practice to promote SEL

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Children Learn Through Social Experience

- Social-emotional skills are interpersonal skills.
- Children learn by watching how adults (including teachers) interact with them and with each other.
- Child learning is affected by the way that adults make them feel.
- Teacher support and feedback help children become more skillful at handle social challenges.

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Two things teachers can do to
build social-emotional learning...

- Teachers can provide guidance.
(information, examples, instructions)
The PATHS® Lessons
- Teachers can provide opportunities for practice
(support, feedback, and encouragement)
The Support Strategies

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Build a Caring Classroom... **With Relationships**

Classroom-focused

- Create a positive, warm community
- Foster positive connections between peers

Individual-focused

- Help children feel special
- Foster children's skill development

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PATHS® Kid of the Day

The development of a healthy self-esteem and self-confidence requires repetitive experiences of a positive and realistic nature

To develop self-esteem, we do PKD every day to give the students as many opportunities as possible to be PKD.



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PATHS® Lessons

The collage displays several educational materials:

- Three colorful book covers: "Feelings Review", "Feelings Review in the Home", and "Feelings Review in the Classroom".
- A yellow card titled "Cartoon for Inclusion" featuring a simple face drawing.
- A detailed lesson plan for "Feelings Review" (Lesson 24) with various callouts:
 - GENERAL OBJECTIVES:** Preparing for the lesson.
 - NOTES TO TEACHER:** The game identified in this lesson is a... (circled)
 - SPECIFIC OBJECTIVES:** (circled)
 - MATERIALS:** (circled)
 - SETTING THE STAGE:** (circled)
 - LESSON:** (circled)
 - TRANSITION:** (circled)
 - REMINERS:** (circled)
 - FAMILY COMMUNICATION:** (circled)
 - LOOKING AHEAD:** (circled)
- A smaller version of the "Feelings Review" lesson plan page in the background.

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Picking the PKD



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Compliment Pyramid

MILLION DOLLAR COMPLIMENT

Compliment unique to that person ex. You always make people feel welcome in our class

Complimenting someone on their skills
Ex. You are a great reader

Common compliment you can give anyone
Ex. I like your hair

Compliment on someone's possessions
Ex. I like your shoes

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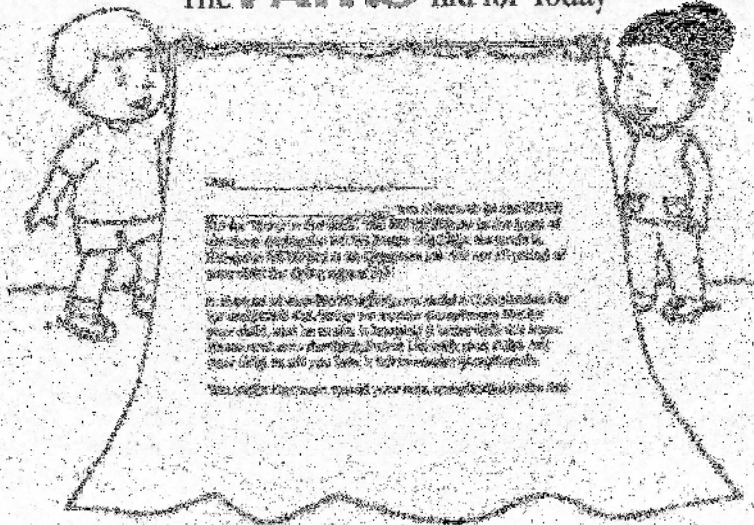
Compliments

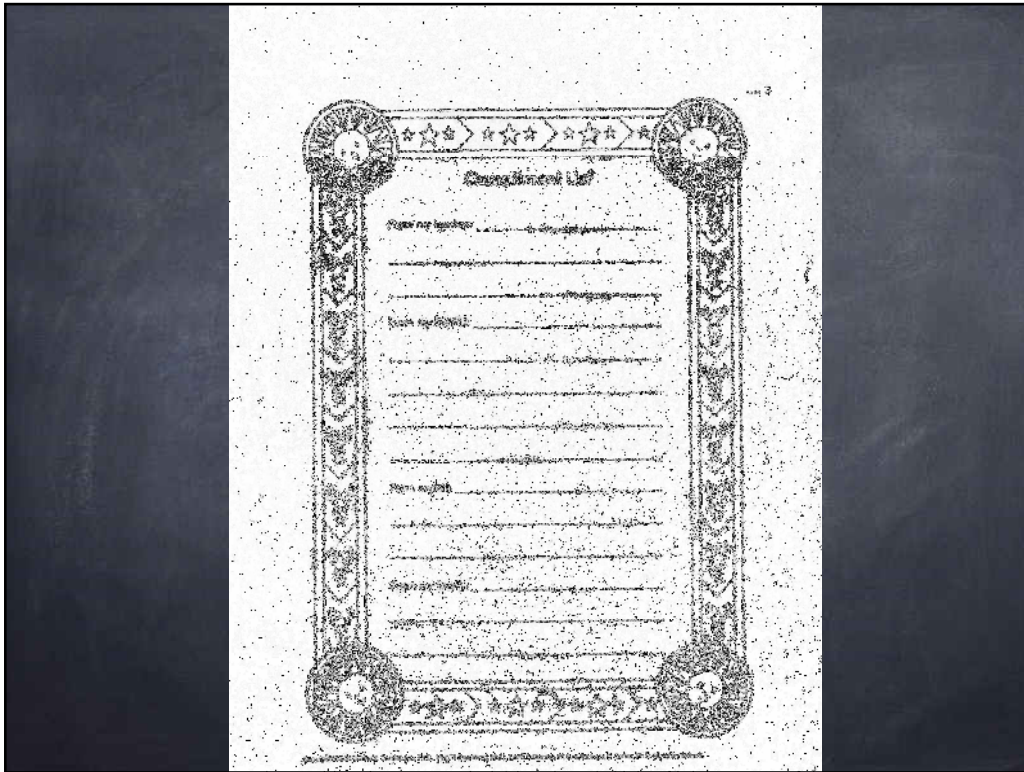
Common ways to compliment:

- The way someone LOOKS:
"Wow, you look so nice today!"
- Something someone HAS:
"I like your new toy."
- Something someone DOES:
"You really cleaned up quickly."
- The way someone IS:
"I like the way you were gentle with the kitty."



The PATHS Kid for Today



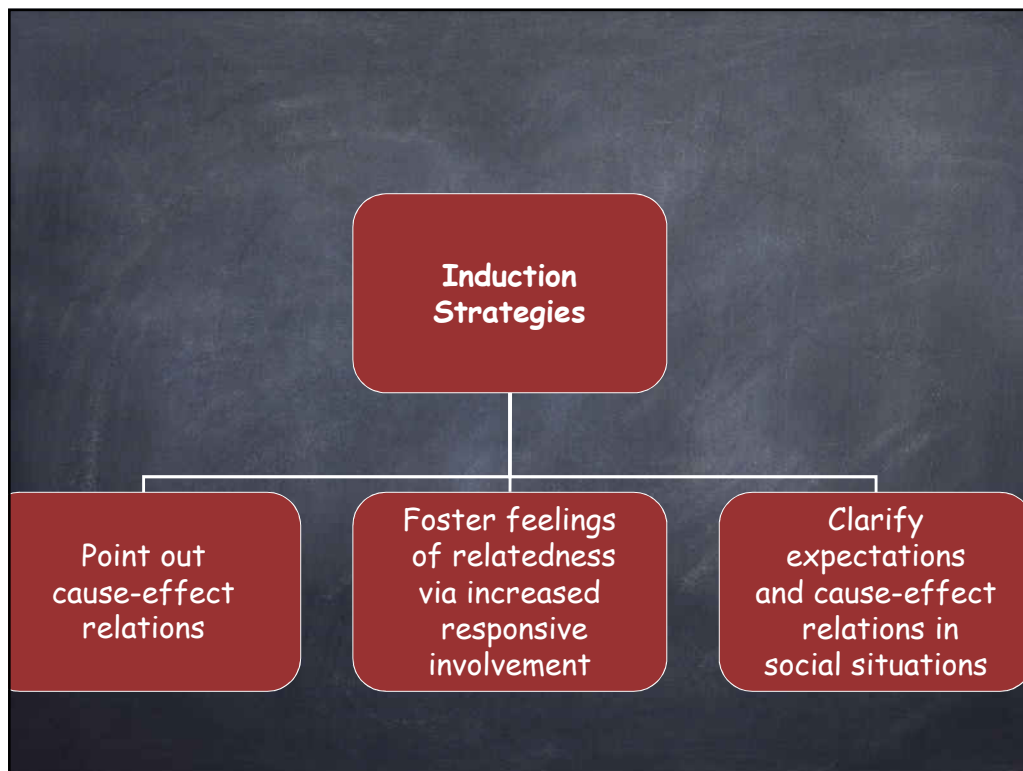


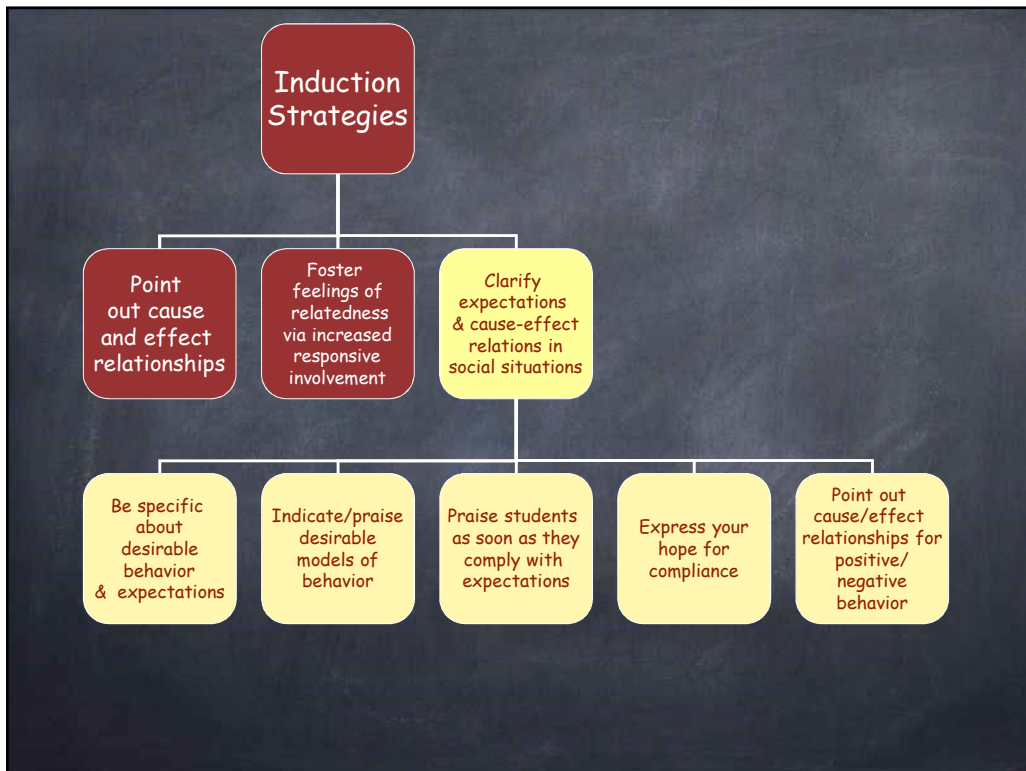
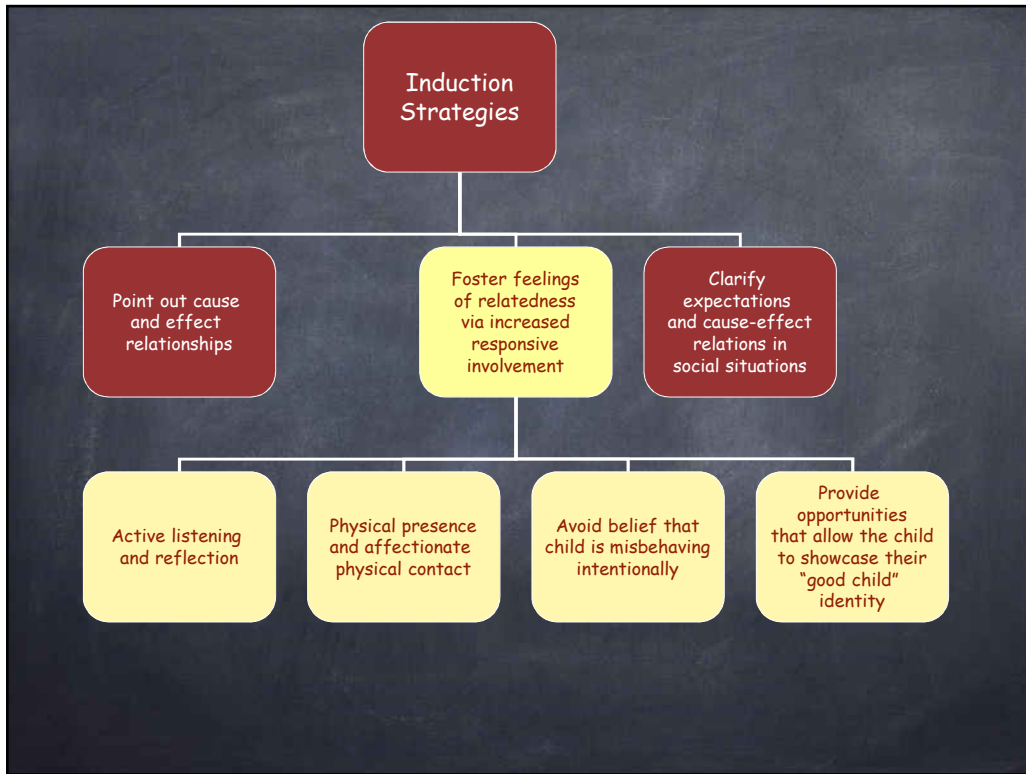
Induction Strategies

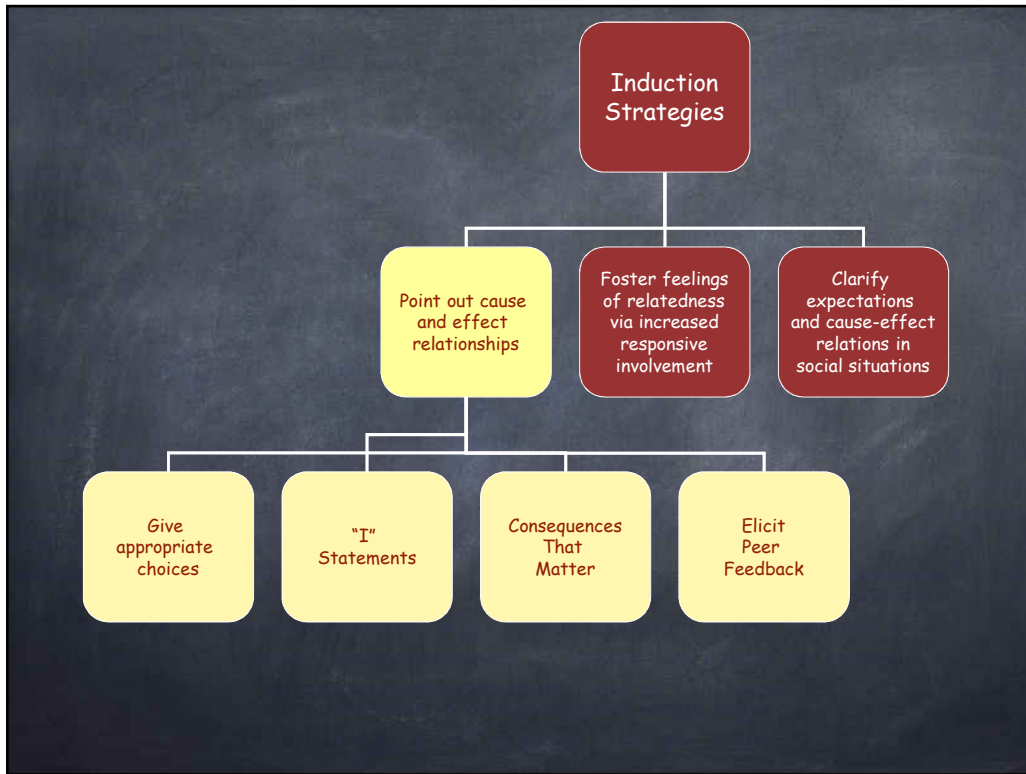
- Induction strategies are used when children exhibit mild forms of disruptive or insensitive behavior.
- They provide children with information, feedback, and support to help them reflect on their behavior, and self-correct.

Induction vs. Coercion

- Induction strategies elicit improved behavior by encouraging self-awareness and self-correction.
- In contrast, the use of direct commands and consequences (e.g., telling children to stop the misbehavior, identifying negative consequences if they don't) elicit improved behavior by exerting authority.
- Direct commands may be effective in getting obedience, but Induction strategies do more – they promote the practice of self-control.








Induction Strategies Practice

John is playing with other children at the block center. Nate is building a tower with the blocks. Just as Nate gets a fifth block to balance on his tower, John reaches over and knocks it down.

- 1: Elicit feedback from peers: "Oh, I wonder how Nate feels about you knocking down his tower. Nate, can you tell John how you feel about that?"
- 2: Focus on consequences that matter for the child: "John, I'm worried that children will not want to play with you if you knock down their towers."
- 3: Give choices: "You could help Nate put his tower back together or you could play somewhere else and let Nate build it back himself."



During the reading circle, Kelly begins to roll around on the ground, bumping into Lisa and distracting other children.

- Which induction strategy would you use? Give a statement using that strategy.



Sandy is playing with the ball on the playground. She drops the ball. Michael catches it and runs away from Sandy, calling out "This is my ball."

- Which induction strategy would you use? Give a statement using that strategy.



Laura and Maria are playing in the dress-up center. They both reach for a pink scarf. Laura says "It's mine, I had it first!" and grabs it away from Maria. Maria begins to cry.

- Which induction strategy would you use? Give a statement using that strategy.



Juan throws his coat on the floor when he is told that he must put it on before going outside.

- Which induction strategy would you use? Give a statement using that strategy.

