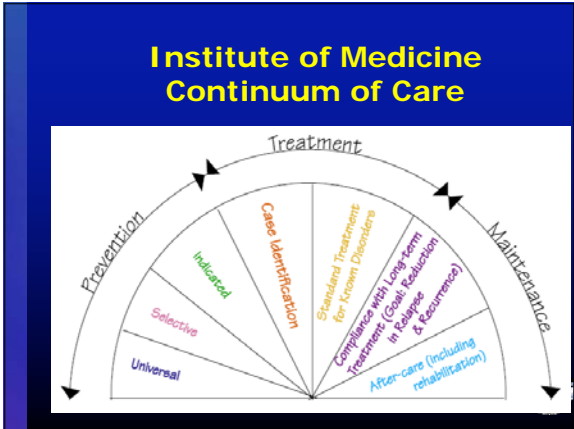**Bridging Prevention and Treatment through Social and Emotional Learning**

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Institute of Medicine Continuum of Care

Interconnected Systems for Meeting the Needs of All Children

Prevention and Positive Youth Development
Universal and Selective Prevention
(low end need/low cost per child)

Early Intervention
Early-after-onset-Indicated
(moderate need/cost per child)

Systems of Care
Treatment of severe and chronic problems
(High end need/ cost per child)

Systemic collaboration is essential to establish inter-program connections within and across systems of prevention, early intervention, and treatment

Adapted from Adelman et al. (UCLA Center for Mental Health in the Schools)

Asking the Right Questions

"The only way to prevent what's past is to put a stop to it before it happens"

George Albee

Why is School-Based Prevention and Promotion Critical to Community Mental Health with Children?

- Treatment (even when effective) will not have a substantial impact on new cases
- Treating disorders at their outset leads to better prognosis
- Schools are the primary setting in which problems arise and can be prevented
- Building protective factors to promote good mental health is an essential role of the mental health system
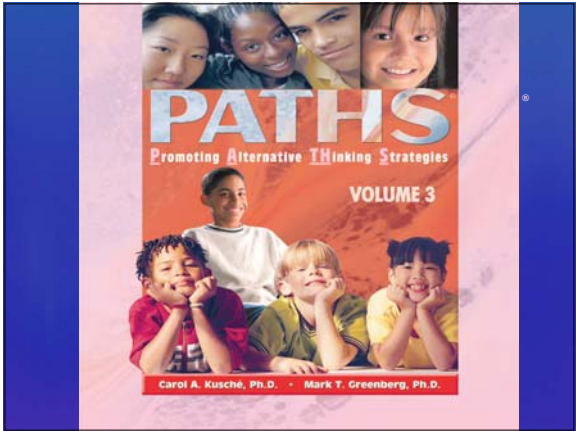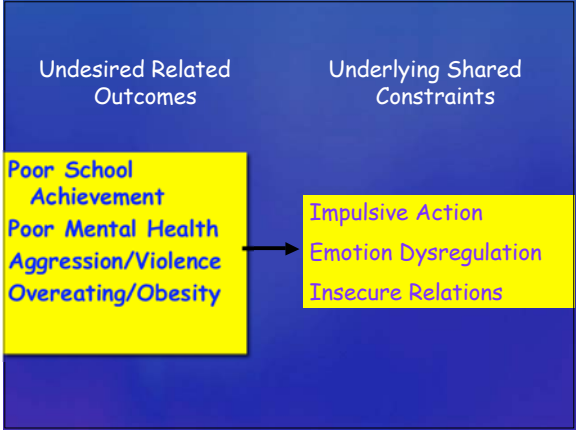

Integrated Social Development Programming for Young People

Planned, Systematic Classroom-Based SEL Instruction and a Supportive School Climate	Coordinated Mental Health and Health Services that Reinforce SEL Instruction
School-Family Partnerships to Enhance Social, Emotional, and Academic Competence	After-School and Community Activities that are Coordinated with School SEL Efforts

The Prevention Challenge

Systems Integration Across:
Developmental Stage
    PreK-12 Coordinated Programming
    (CASEL)
Levels of Care
    Universal, Selective, Treatment
Institutional Structures
    Schools, Community Services

Undesired Related
Outcomes

Underlying Shared
Constraints

**Poor School
    Achievement
Poor Mental Health
Aggression/Violence
Overeating/Obesity**

Impulsive Action

Emotion Dysregulation

Insecure Relations

PATHS
Promoting Alternative THinking Strategies
VOLUME 3
Carol A. Kusché, Ph.D. · Mark T. Greenberg, Ph.D.

SEL Skills include

➢ recognizing and managing emotions
➢ developing caring and concern for others
➢ making responsible decisions
➢ establishing and maintain positive relationships
➢ handling challenging situations effectively

How do Children Learn SEL Skills?

• Children learn social-emotional competencies in a similar way to how they learn other cognitive skills:

  • Teacher-led instruction
  • Multiple, guided practice opportunities
  • Feedback and reinforcement
  • A supportive classroom context

What is the History of The PATHS Curriculum?

• PATHS was developed by Carol A. Kusche ´, Mark Greenberg and colleagues beginning in 1981
• Since 1985 PATHS has been used over 1000 schools in the U.S. and around the world
• PATHS has been translated into French, Spanish, Dutch, German, Icelandic,   Welsh,Greek and Hebrew.
• PATHS is identified as one of the Blueprints for Violence Prevention

PATHS Curriculum Objectives

- Control of arousal and behavior through self-regulation
- Focus on affective vocabulary and emotion processing
- Integrate affective, cognitive, and linguistic skills for effective problem-solving
- Promote positive peer relations

Problem-Solving Outline

When you notice upset feelings:

1. STOP and think.
2. Identify the PROBLEM   (collect lots of information)
3. Identify the FEELINGS   (your own and other peoples')
4. Decide on a GOAL.
5. Think of lots of SOLUTIONS.
6. Think about what MIGHT happen next. (consider the consequences)
7. Choose the BEST solution. (evaluate all the alternatives)
8. Make a PLAN. (think about possible obstacles)
9. TRY your plan.
10. SEE what happens. (evaluate the outcome)
11. TRY another plan or solution if your first one doesn't work.
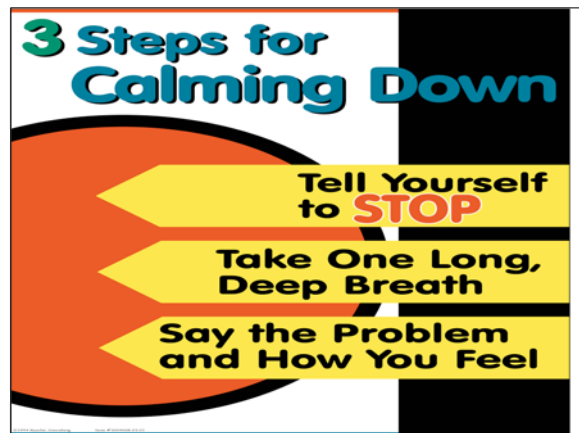
Learning to Calm Down

The Turtle Story and the 3 Steps for Calming Down

Control Signals

Stop
Take a long, deep breath.
Say the problem and
how you feel.

Make a plan
What could I do?
Would it work?

Go
Try your best idea.
How did it work?

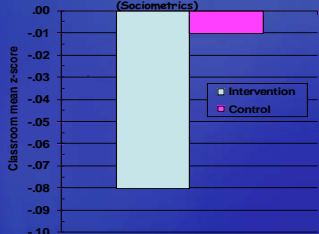## What is the Optimal Form of Training and Support for Implementation?

✓ Initial Training – 2 day workshop

✓ PATHS Consultant (PC) visits each class weekly for observation in the first year

✓ PC meets with teachers individually or in group for 30 minutes/week

✓ PC receives ongoing technical assistance from PATHS Trainer

✓ Teachers use PATHS 3X/week for 20-30 minutes

How is PATHS Taught?

➢ PATHS is designed to be taught directly by teachers approximately 3 times per week throughout each school year.

➢ However, it is important to ensure that children generalize (i.e., apply the new skills in other situations) the use of PATHS skills to the remainder of the school day and to other contexts.

➢ Thus, generalization activities and strategies are incorporated to be used throughout each school day and materials are included for use with parents.

PATHS Universal Intervention
End of First Grade (1 Year of Intervention)
Peer Rating of Aggression
(Sociometrics)

Classroom mean z-score

.00
-.01
-.02
-.03
-.04
-.05
-.06
-.07
-.08
-.09
-.10

☐ Intervention
☐ Control

Children who receive PATHS rate their classmates as significantly less aggressive than do children in randomized comparison classes

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PATHS Universal Intervention
End of First Grade (1 Year of Intervention)

Independent Observers Rate PATHS Classrooms as having a Significantly More Positive Classroom Atmosphere

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PATHS Universal Intervention
1 Year of Intervention
Child Depression Inventory

Students Receiving PATHS in Grade 2 and 3 significantly decline in self-report of symptoms of depression and sadness

Kam, Greenberg & Kusche 2004

PATHS Universal Intervention
End of 2ⁿᵈ/3rd Grade (1 Year of Intervention)
Block Design (WISC-R IQ Test)

Students Receiving PATHS in Grade 2 and 3
significantly increase on their cognitive skills on the
WISC-R subtest of Block Design

PATHS Universal Intervention
1 Year of Intervention
Teacher TRF Externalizing Behavior

Students Receiving PATHS in Grade 2 and 3 show less
increase in ext problems 2 years post-intervention

Riggs, Greenberg, Kusche & Pentz, 2006

Five Research and Policy Challenges

1. Development of New Programs and Models
2. Develop Standards and Accountability Systems Related to School Success
3. Understanding Broad Dissemination – "Going to Scale" of Programs
4. Program Integration with Ongoing Programs & Activities
5. Build Sustainability

Research-Practice Challenge #3

Developing Effective Dissemination Model for "Going to scale" with Programs

- Examples:
  - Triple P
  - PROSPER

Central Research Questions

- How does we develop effective community-school partnership system for coordination for EV programming?
- What factors in management, organization, financing, training, and technical assistance lead to effective partnership functioning?
- How do we build a larger infrastructure – a diffusion network that creates systems change?

Central Research Questions Challenge # 6

- What factors influence the sustainability of EV programming in schools & communities?
- What factors in management, organization, financing, training, and technical assistance lead to sustained partnership functioning?
- What types of diffusion networks and TA most effectively support sustainability?

Research Designs for Challenge # 6

- Naturalistic/descriptive studies of the longer-term outcome of EV programs and partnerships in communities
- Experimental trials that vary important features of systems development, training, financing, etc. to examine how variations in such factors influence sustainability

Bottom Line:

- We will see broad dissemination of a growing number of EV prevention programs
- We have at best a fledgling "science of implementation" in prevention research
- We need a much fuller and differentiated understanding of the goals of educators. We need to partner with educational leaders to better understand their views and goals to create better alignment of programming

- To do this we need a better understanding of the implications of the national and local policy context for educational leaders
- Research needs to assess not only prevention outcomes but also outcomes related to school success
- We need to develop school-community-gov't collaborations that build a network of diffusion that provides TA in org. development, financing, and leadership to create sustainable change in prevention services

b

If we knew what it was we were doing, it would not be called research, would it?

Albert Einstein

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