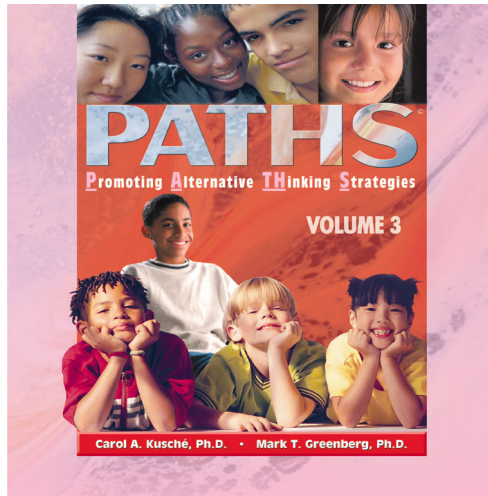


THE PATHS CURRICULUM

Promoting Alternative THinking Strategies



Mark Greenberg & Carol Kusche

PATHS is a preventative and developmentally based programme which has been clearly shown to develop children's emotional literacy skills in five main areas:

- 1. self-awareness,**
- 2. managing feelings,**
- 3. motivation,**
- 4. empathy and**
- 5. social skills.**

It is thus well placed to cover a range of fundamental outcomes within a curriculum of excellence. In addition, the programme has a well-established evidence base for its effectiveness in reducing social, emotional and behavioural problems compared with other types of school based interventions.

Six volumes of materials allow the programme to be used right through primary school and to support transition into secondary. As it is developmental, it takes into account the age and stage of development of pupils. Through a series of well structured lessons with specific objectives it gradually builds the knowledge and skills of pupils. To be most effective it should be used as a whole school approach and blends well with other teaching materials which use a thinking skills approach. Included in the programme are activities and information for use with, and by, parents.

An audit of how the programme was used in our Primary Schools last year suggested that a significant number of schools would be interested in taking another look at the programme as they were aware that it was a valuable, but under utilised, resource in our schools.

Psychological Services have already provided two one day workshops for interested schools on the background theory, evidence base and structure of the programme. Importantly, staff were also given opportunities to explore and discuss the practical implementation of the PATHS materials at first hand.

As a result of the positive feedback from these sessions, psychological services will be available to support schools in implementing the programme through further individually tailored training, on-going consultative advice and the evaluation of programme outcomes for pupils this coming session.

For further information, contact Gary McIlree, Senior Educational Psychologist or Shona Crawford, Principal Educational Psychologist.