

Why Choose PATHS[®]?



PATHS[®]

The PATHS[®] Programme for Schools (UK Version)
Promoting Alternative THinking Strategies

PATHS[®]Plus 

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Believe in
children
 Barnardo's

1. Importance of Social & Emotional Learning

Barnardo's NI has adapted a proven international model of intervention on Social and Emotional Regulation (PATHS® Programme) and married this with a targeted programme "Friendship Group" to create PATHS® Plus. Successful evaluations of the original PATHS® programme have been carried out in 22 countries.

Social and Emotional Learning is the process of acquiring the competencies to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively. Through robust empirical evidence, social emotional learning (SEL) has come to be recognized by educators and scholars as an essential ingredient in the formula for successful preparation of students to achieve in school and throughout life (Cohen, 2006; Durlak & Weissberg, 2007; Schonert-Reichl & Hymel, 2007; Zins, Weissberg, Wang, & Walberg, 2004). Indeed, research now clearly shows that SEL provides the foundation for improved social, health, behavioural and academic outcomes. SEL helps children and adults develop the fundamental social and emotional skills needed for life effectiveness - the skills we all need to handle ourselves, our relationships and our tasks effectively and ethically.

For instance, in a systematic analysis of more than 700 studies conducted by independent researchers on a wide range of SEL programs (some internationally although most in the United States), researchers found (Durlak & Weissberg, 2007; Payton et al., 2008):

- Compared with students who did not receive SEL programming, students in SEL programs demonstrated enhanced skills, attitudes, and positive social behaviours, experienced fewer conduct problems, and had lower levels of emotional distress. They also improved significantly on standardized achievement tests.
- Improvements in SEL led to gains on standardized achievement tests that ranged from 11-17 percent for different student subgroups.
- Classroom programs conducted by teachers, compared with programs taught by researchers who were not part of the regular teaching staff, were effective in all the outcome areas studied. The clear implication is that SEL programs can become a part of routine school practice.

PATHS® will enable pupils to:

- Increase self-control
- Enhance self-esteem and self-confidence
- Improve communication about emotions and feelings
- Improve understanding of how one's behaviour affects others
- Enhance motivation and creativity
- Improve logical reasoning
- Improve problem solving skills
- Increase respect for others







2. Developmental Approach

The PATHS® curriculum has been designed to be developmentally appropriate for children as they progress through their school life. Teachers follow the programme methodically and consistently so that children's emotional and social skills are built on and consolidated as they move through the school.

3. The Whole-School Structure

Adopting a whole-school approach to the programme provides the overall consistency of language and fosters student's skills that enable positive reinforcement of the learning outcomes within the programme. The whole school approach supports the fidelity of programme delivery and leads to greater impacts. All adults (teaching and non-teaching staff) in the school are trained in the approach and methodology adopted by the PATHS® curriculum. These adults are supported to acquire the skills and, crucially, the language that the children learn about in their lessons. This provides a consistent message across the whole-school that reinforces techniques such as 'doing turtle', utilising control signals and strategies for self-control which are then evident both inside and outside the classroom.

4. Tailored Support

In-School Co-ordinators are also supported through structured engagement with the coaches and supported with time-out for reflective practice. The programme is also supported through extra resources and aids:

- Control Signals posters
- Do Turtle
- Feeling Faces posters and
- Feeling Faces cards.

'The children are very aware that they all experience various feelings. The programme is beginning to teach them that adults also experience the same feelings.'

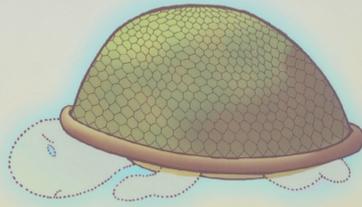
Quote from Primary 4 Teacher

5. Targeted Intervention

The universal component of PATHS® will be accompanied by the Friendship Group Programme which is designed to provide greater support for children who are displaying Social and Emotional Learning problems.

'Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves.'

How to do Turtle

A cartoon turtle illustration with a speech bubble that says "STOP!".

1 Stop.

A cartoon turtle illustration with a speech bubble that says "The problem is...".

2 Breathe.

3 Say the ... and how ... feel!



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