

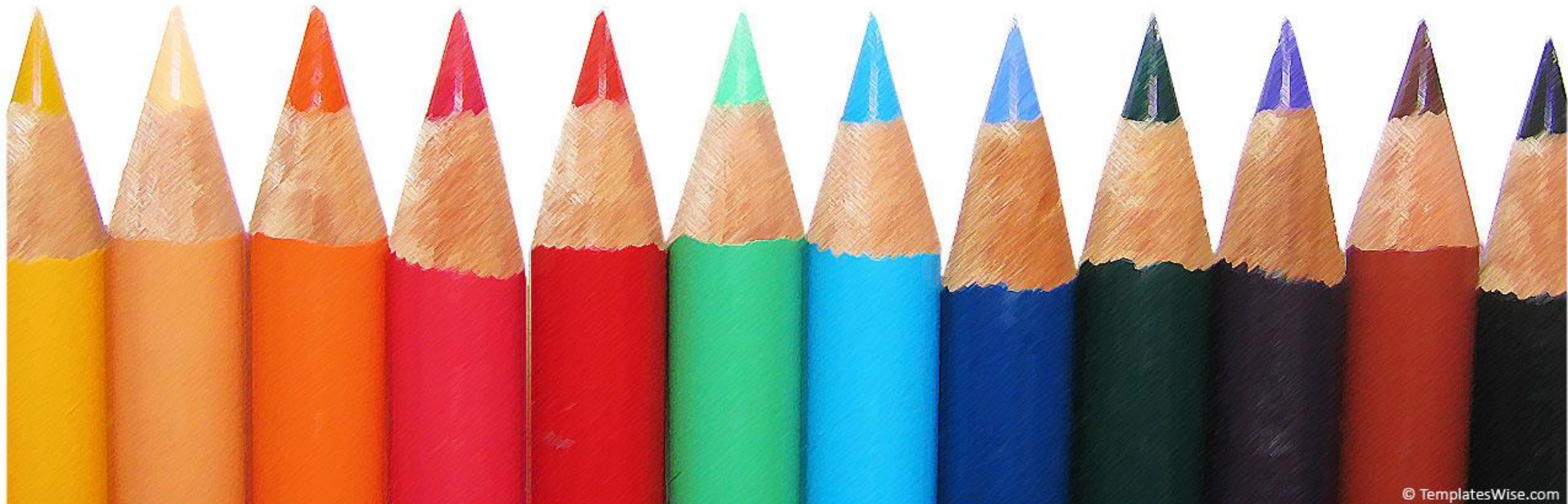
Implementation of PATHS at a Montessori School by School Mental Health Clinicians

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Overview

Our school & team

PATHS implementation

Outcomes

Challenges & next steps

Parker Woods Montessori



- **Cincinnati Public School District**

- 474 Students
- 70% African American
- 82% Economically disadvantaged
- 18% Special education students

- **Montessori values:**

- Mixed age classrooms
- Hands on, self-directed learning
- Education of the “whole child”

TriHealth's SBBH Program

- **4 part-time clinicians**
 - Clinical psychologists
 - Graduate student trainees
- **Comprehensive services**
 - Individual, group, family therapy
 - Teacher consultation
 - Parent training
 - PATHS



Why social emotional learning?

- Classroom climate issues
- Clinician identified need for prevention, not just intervention
- District *Positive School Culture* initiative

Why PATHS?

- Strong evidence base
- Developmentally appropriate lessons & materials



Implementing PATHS at Parker Woods

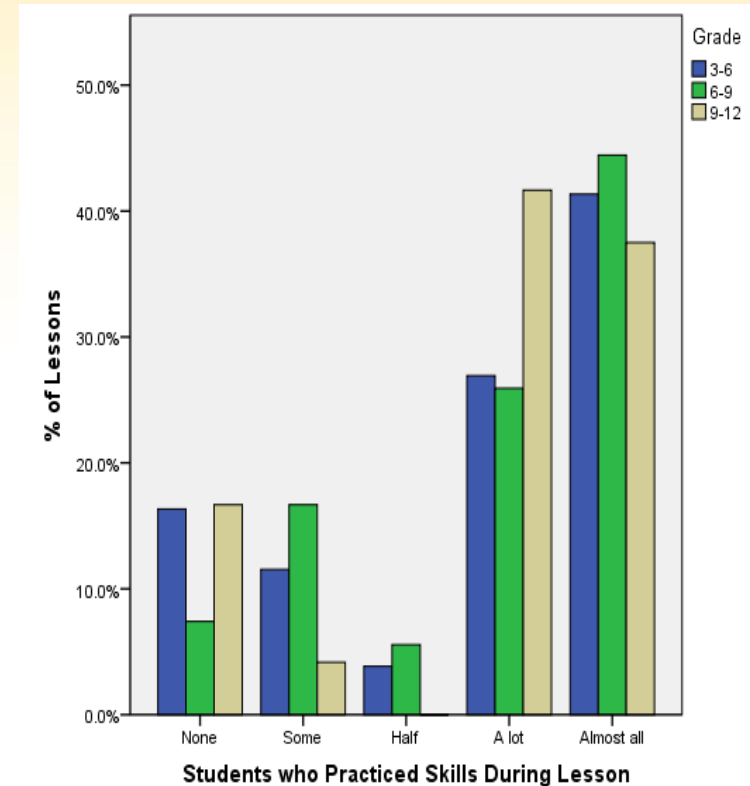
Spring 2012:	Piloted with PreK/K classrooms
2012-2013:	Implemented in PreK/K classrooms Piloted with older students
2013-2014:	Implementing school-wide

Format:

- 20-30 minute lessons 1x/week
- Clinician led, teacher supported
- PATHS Kid of the Day
- Start w. lessons from lowest grade in classrooms

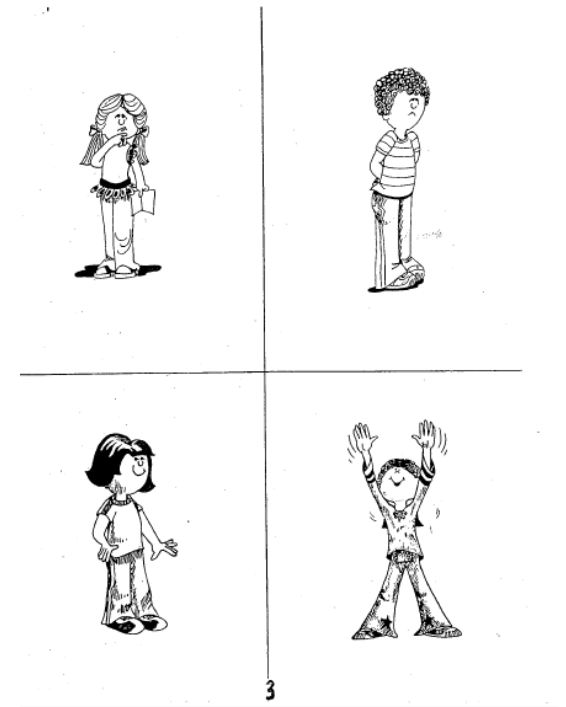
Implementation Process

- 97.8% implemented *exactly as written or with minor deviations*
- 97.7% *clearly understood or seemed understood*
- 93.9% *very effective or effective*

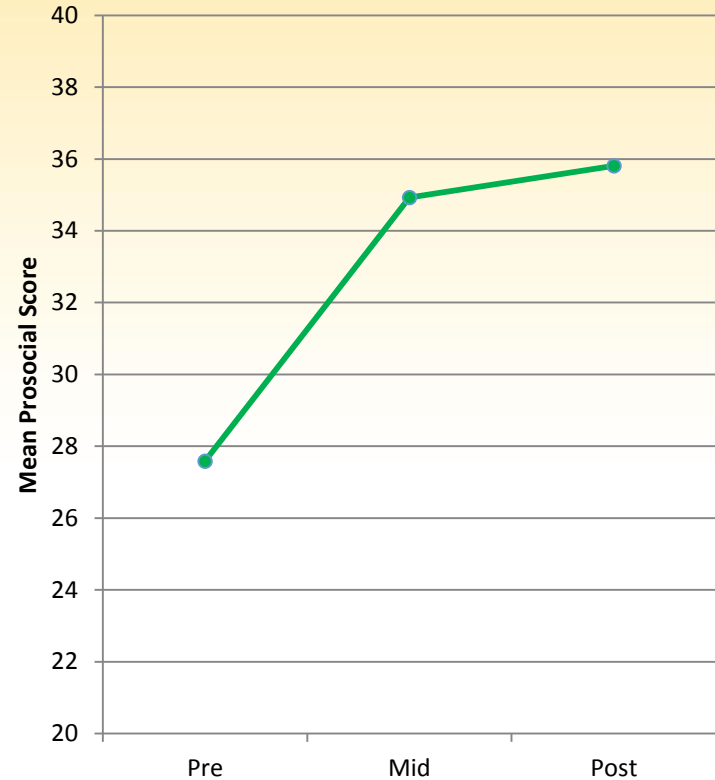
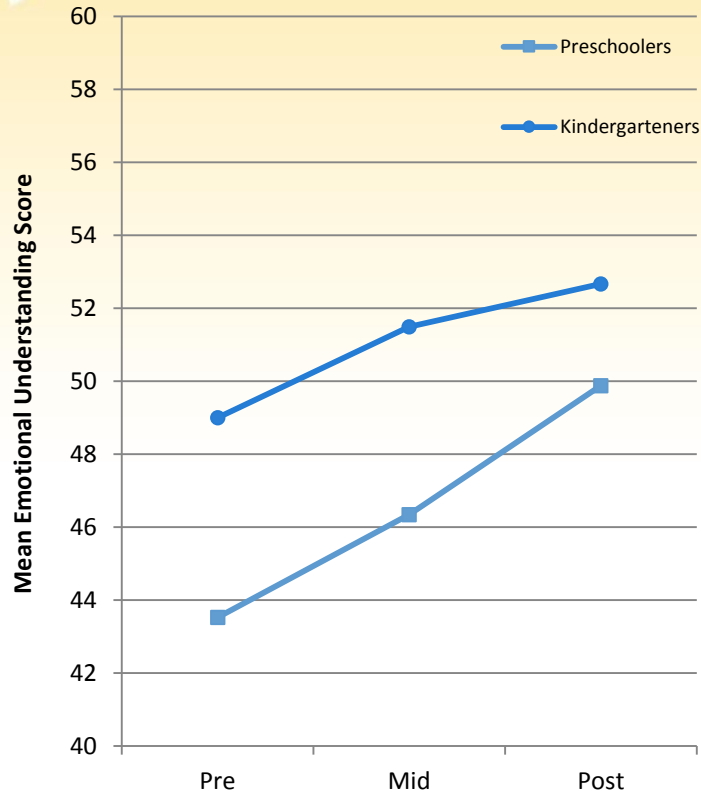


Evaluating Outcomes

- **Longitudinal evaluation**
 - Partnership with Xavier University
 - Collecting data 3x/year from teachers & students
- **Examining:**
 - Prosocial & problem behaviors
 - Emotional vocabulary (3-6 y.o.)
 - Emotion regulation (6-12 y.o.)
 - Social self-efficacy (9-12 y.o.)
 - Teacher satisfaction & engagement



PreK/K outcomes for 2012-2013



Increases in emotional vocabulary and prosocial behaviors, no change in problem behaviors

Challenges

- Implementing in multi-age classrooms
- Low teacher buy-in & engagement in some classrooms
- Working around full & shifting classroom schedules
- How to most effectively transition to teacher-led PATHS?



Looking ahead

- Over summer, examine outcomes from this year
- **Next year:**
 - Transition to teacher implementation
 - Need additional materials and training for teachers
 - Seeking funding from multiple sources
 - Will continue to support/coach teachers

Questions for discussion

- How to make transition to teacher-led PATHS successful?
- How best to work with multi-age classroom?
- What to do for the teacher who don't buy-in to the program?
- Suggestions for evaluation?



Thank you!

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