



# PATHS<sup>®</sup>

**P**romoting **A**lternative **T**Hinking **S**trategies

Evaluation Kit



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**Please read:**

This evaluation kit is intended to be used with the PATHS curriculum. Follow all school policies when implementing or adapting these evaluation tools.

The photos on the cover of this publication are of models. The models have no relation to the issues presented.

# PATHS<sup>®</sup>

Promoting Alternative THinking Strategies

## Evaluation Kit

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# PATHS Student Evaluation

## Why evaluate students for PATHS learning?

By using the student evaluation, you can monitor the progress each student or group of students makes during the school year. It also allows you to assess each child's progress in relation to other children in the class. The school can also compare progress by grade levels, classes, gender and other demographic criteria.

Standardized student evaluations help teachers and school administrators gauge the effectiveness of the PATHS curriculum. Having a standardized evaluation can also aid schools in reporting results to school district administrators and grant-making organizations.

## Using the PATHS Student Evaluation

The PATHS Student Evaluation includes:

- identification and demographic information
- an evaluation form (parts I and II) covering 3 key behavioral areas and a total of 30 individual behaviors on which to evaluate students

### *Identification and demographic information*

Identification information allows teachers and schools to identify the specific child being evaluated and compare results across classrooms and grade levels. Demographic information is useful for analyzing the success of PATHS in various demographic groups.

While it may not seem necessary or useful to specify a student's race or gender when evaluating his or her progress, it may be useful to note this to determine if one demographic group is having more success with PATHS than others. (This is your choice.) These results may point to areas where the implementation of PATHS could be improved.

### *Part I: Evaluation of individual behaviors*

The 30 individual behaviors in the 3 key behavioral areas on the evaluation form are the behaviors that PATHS is designed to affect. Each student is evaluated individually on each behavior.

Part I of the evaluation asks teachers to report on how often a student engages in a behavior, using a scale from **0** to **5**. To evaluate a student, a teacher simply determines how often a student shows the behavior compared to other children of the same grade level and gender.

- **Never or almost never (0)** would mean that the teacher has very infrequently seen this behavior in this child compared to other children of the same grade level and gender. For example, a child might have only once teased another child.
- **Rarely (1)** would indicate that the teacher has seen the child show this behavior on a few isolated occasions, but much less than other children of the same grade level and gender. For example, a child may "rarely" appear irritated when having trouble with a task, but may have displayed irritability when dealing with unusually difficult tasks.
- **Sometimes (2)** would indicate that the child shows this behavior some of the time. For example, a child may "sometimes" pay attention, but sometimes appear more distracted than an average child of this age and gender.

- **Often (3)** would indicate that a child shows this behavior more frequently than other children of the same grade level and gender. For example, a child may “often” yell at other children in a conflict.
- **Very often (4)** would indicate that a child shows this behavior much more often than other children of the same grade level and gender. For example, a child may “very often” take others’ property without asking.
- **Almost always (5)** would indicate that the child shows this behavior more consistently and at a much greater frequency than other children of the same grade level and gender. For example, a child may “almost always” show empathy and compassion for others’ feelings at a frequency that is unusual for most children of the same grade level and gender.

Two columns are provided for compiling evaluations at two different time points: at the beginning and at the end of the school year. Note that it takes several weeks to accurately evaluate a child’s behavior at the beginning of the school year. At each evaluation, it is important for the teacher to consider that child’s behavior at that time. By conducting this evaluation at the beginning and end of the school year, the teacher is able to accurately determine whether a child’s behavior has changed. The numerical rating scale also allows teachers to more easily clarify the degree of each child’s behavior change.

If your school or class will not be implementing PATHS over a full school year, you can use more relevant time frames that correspond to the beginning and end of your PATHS lessons. You may also want to adjust the time frames for evaluations to correspond with deadlines to report on the effectiveness of your program to the school district administration or other officials. If you will be comparing students, it is important that the evaluation dates you choose are equivalent for all students.

Information on comparing each student’s scores over time and comparing different students is provided in the *Interpreting the Results* section on pages 10 and 11.

**Part II: End-of-year evaluation**

In Part II, you can describe how much you think a child’s behavior has changed over the school year. Using the scale from 0-6, simply write in the numerical value that you think best describes how much a child’s behavior has changed for each behavior listed in the 3 key areas. It is most useful to complete this survey after you have completed all sections of Part I, since information from Part I will give you a more specific estimate of a child’s behavioral change.

Information on using this evaluation to determine students’ progress is provided in the *Interpreting the Results* section on pages 10 and 11.

# PATHS Student Evaluation

Student's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Grade level: \_\_\_\_\_

Race/Ethnicity: \_\_\_\_\_ Sex: \_\_\_\_

Teacher: \_\_\_\_\_

School year 20\_\_-20\_\_

## PART I

Use this scale at the beginning and the end of the school year to assess how often this child exhibits each behavior listed below compared to other students of the same grade level and gender:

0=never or almost never; 1=rarely; 2=sometimes; 3=often; 4=very often; 5=almost always.

Write the number in the space provided in the appropriate column.

	Beginning of school year (pre-curriculum)	End of school year (post-curriculum)	Total change
<b>A. Aggression/disruptive behavior</b>			
1. Takes others' property			
2. Yells at others during conflicts			
3. Fights			
4. Is stubborn			
5. Loses temper when there is a disagreement			
6. Lies			
7. Breaks classroom rules			
8. Teases classmates			
9. Harms others			
10. Easily irritated when he/she has trouble with some task (reading, math, etc.)			
11. Is disliked by classmates			
12. Rejects limits set by adults			
13. Stays excited or upset			
14. Handles disagreements in a negative way			
15. Gets angry when provoked by other children			
	<b>Average score</b>	<b>Average score</b>	<b>Average change in score</b>

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## Part I, continued

0=never or almost never; 1=rarely; 2=sometimes; 3=often; 4=very often; 5=almost always

	<b>Beginning of school year (pre-curriculum)</b>	<b>End of school year (post-curriculum)</b>	<b>Total change</b>
<b>B. Concentration/attention</b>			
16. Works hard			
17. Works through distractions			
18. Concentrates			
19. Stays on task			
20. Pays attention			
21. Maintains focus			
22. Performs at grade level			
	<b>Average score</b>	<b>Average score</b>	<b>Average change in score</b>

0=never or almost never; 1=rarely; 2=sometimes; 3=often; 4=very often; 5=almost always

### C. Social and emotional competence

23. Feels at ease to talk to you			
24. Shows empathy and compassion for others' feelings			
25. Is liked by classmates			
26. Provides help, shares materials, and acts cooperatively with others			
27. Takes turns, plays fair, and follows rules of the game			
28. Listens carefully to others			
29. Initiates interactions and joins in with others in a positive manner			
30. Recognizes and labels his/her feelings and those of others appropriately			
	<b>Average score</b>	<b>Average score</b>	<b>Average change in score</b>



## Part II, continued

0=much worse; 1=somewhat worse; 2=a little worse; 3=no change; 4=a little improved;  
5=somewhat improved; 6=much improved

### B. Concentration/attention

16. Works hard	
17. Works through distractions	
18. Concentrates	
19. Stays on task	
20. Pays attention	
21. Maintains focus	
22. Performs at grade level	

**Average score**

### Notes

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0=much worse; 1=somewhat worse; 2=a little worse; 3=no change; 4=a little improved;  
5=somewhat improved; 6=much improved

### C. Social and emotional competence

23. Feels at ease to talk to you	
24. Shows empathy and compassion for others' feelings	
25. Is liked by classmates	
26. Provides help, shares materials, and acts cooperatively with others	
27. Takes turns, plays fair, and follows rules of the game	
28. Listens carefully to others	
29. Initiates interactions and joins in with others in a positive manner	
30. Recognizes and labels his/her feelings and those of others appropriately	

**Average score**

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# Interpreting the Results

## Understanding the evaluation

The student evaluation tool can give you a portrait of each child's behavioral maturity. As you conduct the end-of-school-year evaluations for each child, you should see some changes in the child's score for each behavior. Don't expect uniform changes among all children. Some children will make progress more quickly than others. Some may show behaviors that are resistant to change. It's also important to realize that you are not looking for a set of "perfect" scores. What you are looking for is an improvement in the child and in the class.

Whether you are reporting results to your students' parents, to your school administration or to a funding agency, such as the U.S. Department of Education, your goal is to accurately document and report the students' changes. This evaluation kit can help you document behavioral change in individual children and in your class as a whole.

## Scoring the student evaluations

In both Parts I and II, there are 3 sections representing the key behavioral areas: A. Aggression and disruptive behavior, B. Ability to concentrate and pay attention, and C. Social and emotional competence. In Part I, each behavior is given a numeric rating on a scale of 0-5. In section A, a lower score indicates improvement. In sections B and C, a higher score indicates improvement. In Part II, the numeric scale is 0-6. In all sections of Part II, a higher score indicates improvement.

## Evaluating the students

There are several ways you can report on improvements made by individual students:

### **1. You can report the amount of change in individual behaviors during the school year.**

Using the scores from Part I, simply subtract the score from the beginning of the year from the score at the end of the year. For example, in section A, a student who "sometimes" breaks rules (2) in the beginning of the year and "rarely" breaks rules (1) at the end of the year would show a -1 point change. A negative result in section A indicates improvement. In section B, a student who "sometimes" works hard (2) in the beginning of the year and "very often" works hard (4) at the end of the year would show a +2 point change. A positive result in this section indicates improvement. In section C, a student who "sometimes" (2) listens to others in the beginning of the year and "often" (3) listens to others at the end of the year would show a +1 point change. A positive result in section C indicates improvement.

Scores for individual behaviors in Part II give a description of how much the behavior has changed and can be used to support the scores in Part I.

### **2. You can report on a child's overall improvement during the school year.**

In Part I, first find a student's average scores for each section. Add up the scores for section A in the "Beginning of school year" column. Divide that number by 15, the number of behaviors listed in this section. Write the answer on the "average score" line for section A. Add up the scores for section B in the same column, then divide by 7. Write the answer on the "average score" line for section B. Add up the scores for section C in the same column. Divide that number by 8. Write the answer on the "average score" line for section C. Repeat these instructions for the "End of school year" columns in each section.

Then, for each section, subtract the beginning-of-school-year average score from the end-of-school-year average score. This is the average change for each section.

Using Part II, you can also record a general description of how much change has occurred in the 3 key behavioral areas. Simply add up the scores for each section (A, B and C) and divide by the appropriate number of behaviors (see instructions for Part I). To interpret the average score, compare it to the meaning assigned to the numeric score. For example, if a child has an average score of 4.2 in section A, this means his or her behavior has “improved a little.” For an estimate of a child’s overall improvement in all behaviors, the average scores of sections A, B and C can also be averaged. Add the average scores for each section together and divide by 3. For example, one child has averages of 4, 2.5 and 0.5 in sections A, B and C, respectively. This averages out to 2.33—corresponding to behavior that is “a little worse” to “no change.”

**3. You can report on the number of behaviors in which a child improved.**

In Part I, simply add up the number of behaviors in which the child showed an improvement. In section A, it would be the scores that decreased. In sections B and C it would be scores that increased. Also review the results in Part II—the description of change for each behavior in Part II should generally correspond to the results in Part I for each behavior.

You can also add up the number of behaviors that showed no change, or those that showed a negative change.

You could then report, for example, “This child showed improvement on 20 behaviors, no change on 9 behaviors and a negative change on 1 behavior.”

## Reporting on class progress

You can report on the progress of an entire class in three ways:

**1. You can report on class-wide change for individual traits.**

Using Part I, add the scores for all children on a particular behavior at the beginning of the school year. Then divide that number by the total number of students evaluated. This will reveal the class-average score for the individual trait. Doing this again at the end of the school year would reveal any class-wide change. Use the results from Part II to confirm your findings.

**2. You can report the number of children who have a positive overall average change.**

Using Parts I and II, simply count the number of students who have a positive overall average change. You may also want to count the number of students whose overall average reflects no change or a negative change. You might report, for example, that 12 students showed improvement, while 2 did not. Or you might want to report the number of students who showed improvement of more than 1 point.

**3. You can report overall class-average changes.**

Using Part I, you can do this for each section. Add the section A overall average change scores for all your students. Then divide by the number of students. For example, if you have 5 students with overall average changes of 0.1, 0.5, 1.0, 1.0, and 2.0 in section A, you would add their overall average changes (4.6) and divide by the number of students (5), to get the average change for all students (.92). The result is a single number that can represent the overall change in the whole class. Repeat this process for sections B and C.

This method of reporting can be particularly useful for comparing classes. It is less useful for identifying specific behaviors or students who need additional support.

# PATHS Process Evaluation

## Why evaluate the PATHS process?

PATHS was designed to help children develop self-control, positive self-esteem, emotional awareness and interpersonal problem-solving skills. The curriculum was developed, evaluated and revised over more than a decade. It has received many honors as a model program for social and emotional learning. PATHS has been named a:

- Model Program by the Substance Abuse and Mental Health Services Administration (SAMHSA)
- Model Program by the Blueprints Project for the Center for the Study and Prevention of Violence at the University of Colorado
- Select Program by the Collaborative for Academic, Social and Emotional Learning (CASEL)
- Best Practices Program by the Centers for Disease Control and Prevention
- Promising Program by the U.S. Department of Education, Safe and Drug-Free Schools Program's Expert Panel and the U.S. Surgeon General's Report on Youth Violence.

PATHS has also been recognized for its effectiveness by the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

In order to get the most out of PATHS, it's important to monitor the process as you implement the curriculum. The tools in this section are designed to help you prepare for and evaluate PATHS lessons, assess how well PATHS is received by students and provide feedback on your experience with PATHS.

## The PATHS process evaluation tools

There are 2 PATHS process evaluation tools.

- The *Implementation Record and Evaluation* lets you record and evaluate PATHS lessons as you complete them, highlighting what worked and what didn't. It provides you with documentation of your experience with a given lesson.
- The *Teacher Satisfaction Survey* collects your feedback on your experience with the PATHS curriculum as a whole, so that your school can assess its use of PATHS and determine if improvements need to be made.

## **Using the Implementation Record and Evaluation**

The Implementation Record and Evaluation contains spaces for you to record the date and lesson presented. This information is useful to remind you of when and how you presented a particular lesson.

Use the Implementation Record and Evaluation to record how effectively a PATHS lesson was taught. You can record whether the lesson went smoothly and whether you modified it from the written curriculum. You can also assess whether you thought the children understood the point of the lesson, note whether you would use this lesson again and record additional comments. This record can help you more effectively teach this lesson or similar ones in the future. You may also wish to share these evaluations with other PATHS teachers to strategize how to implement the lesson more effectively, once you have identified challenges, and share ideas that worked well.

## **Using the Teacher Satisfaction Survey**

The Teacher Satisfaction Survey is your opportunity to provide feedback on your experience using the PATHS curriculum. It asks you to share your impressions of how well PATHS concepts were received by students and how effective the PATHS implementation was in reaching social and emotional learning goals. This helps your school assess the success of PATHS for teachers, as well as for students, and helps identify any areas where more support is needed.

# Implementation Record and Evaluation

Date: \_\_\_\_\_

Lesson(s): \_\_\_\_\_

Was the lesson taught as written? (Circle one.)

Taught as written

Minor deviations from  
the written curriculum

Major deviations from  
the written curriculum

Did the children understand the main point of the lesson? (Circle one.)

Most students  
clearly didn't  
understand the  
main point.

Most didn't seem  
to understand.

It wasn't clear or  
class had mixed  
responses.

Most students  
seemed to  
understand.

Most students  
clearly understood  
the main point.

Did the students have opportunities to practice skills or role-play during the lesson?  
(Circle the one that represents the number of children who did.)

None

Some

Half

A lot

Almost all

Overall, how effective was the lesson? (Circle one.)

Very ineffective

Ineffective

Neutral

Effective

Very effective

Would you use this lesson again? (Circle one.)

Yes

No

What supplementary activities were used, if any?

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Additional comments (what worked, what didn't work, observations):

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# Teacher Satisfaction Survey

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Grade taught: \_\_\_\_\_ PATHS curriculum volume used: \_\_\_\_\_

For each statement, please select one response.

**1. Students eagerly anticipated being the “PATHS Kid for Today.”**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**2. Student response to peer compliments suggests the “PATHS Kid for Today” was an effective self-esteem activity.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**3. Students increased their understanding of “feelings” words.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**4. Students gained empathy and compassion for each other’s feelings.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**5. Students improved in resolving conflicts.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**6. Students improved in solving problems.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**7. PATHS contributed to improved student classroom behavior.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**8. PATHS integrates well with other academic subjects and school activities.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**9. PATHS was effective in my classroom this year.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**10. Parents in my class were interested in PATHS.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

**11. I plan to continue teaching PATHS next school year.**

Strongly agree                      Agree                      Disagree                      Strongly disagree

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