

DEVELOPMENT OF STRUCTURED TEACHING PROGRAMME ON BEHAVIOURAL PROBLEMS: A DELPHI METHOD

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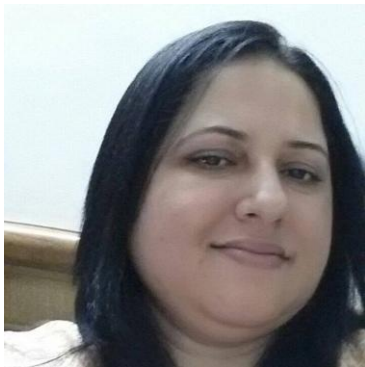
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ABSTRACT

The aim of this project was the development of structured teaching programme for behaviour problems and consensus among nursing educators, psychiatrist, clinical psychologist and bio statistician. This article describes a modified Delphi Technique, which is based on different methods of collecting evidence, and its role in the development of structured teaching programme for behaviour problems. We used a multi method approach to develop guidelines for the structured teaching programme for behaviour problems. The Delphi technique was central in the process, and the panel was made up of experts from four key disciplines on a state level. Our approach involved various methods: a systematic review, a survey, and consensus among experts. The views of the state expert panel were then presented at a consensus development. The participants in the Delphi Technique sessions reached a consensus on 12 of the structured teaching programme for behaviour problems. The postulates were categorized according to different levels and partitioned into different domains. The total process resulted in the development of draft of structured teaching programme for behaviour problems. The scope and applicability of these guidelines can be measured and evaluated in future work.

Key words: Behavior problems, consensus-based guideline development, consensus development survey, Delphi Technique.

About Author

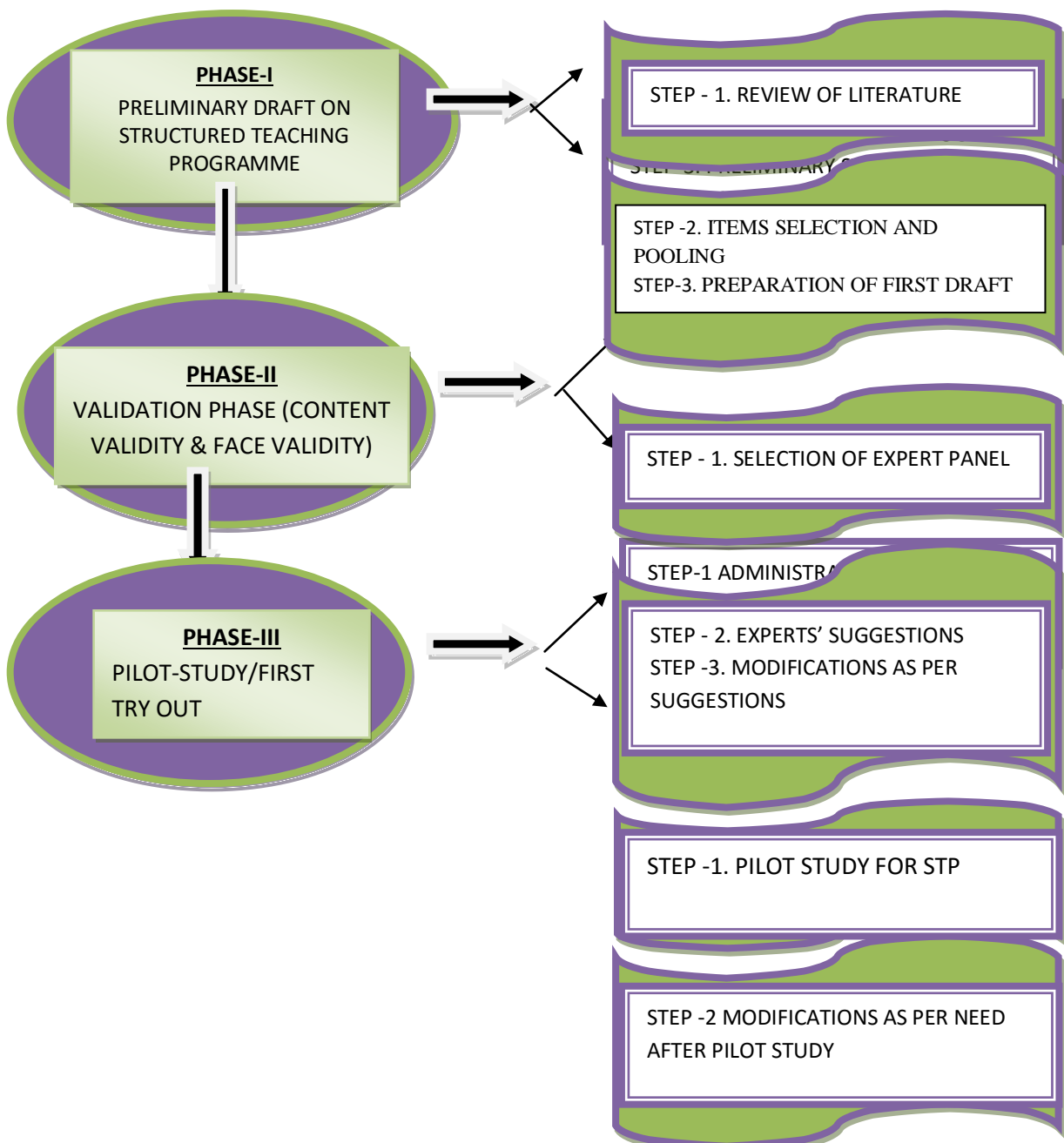


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INTRODUCTION

The modified Delphi technique was used to validate the draft by choosing experts from the concerned fields. (Delphi is an iterative process designed to combine experts' opinion into group consensus. According to this technique the response of each panellist remains anonymous so that there is equal chance of each panellist to present the ideas unbiased by the identity of other panellist. There are subsequent Delphi rounds until a definitive level of consensus is recorded). All the experts were requested to give their valuable suggestions pertaining to the content, accuracy of information, the item order i.e. organisation and sequence of the items and wording of the items. The suggestions given by experts were incorporated to generate the second draft of the structured teaching programme for behaviour problems and similar two subsequent rounds were conducted with same experts until the common consensus was obtained.

STEPS OF DEVELOPMENT OF STRUCTURED TEACHING PROGRAMME ON BEHAVIOURAL PROBLEMS



PHASE I - PRELIMINARY PREPARATION OF STRUCTURED TEACHING PROGRAMME (STP)

A first draft of structured teaching programme was developed keeping in mind the objectives, criteria, literature reviewed and opinion of experts. The main factors that were kept in mind while preparing structured teaching programme were the level of understanding of diploma in education students, simplicity of language and relevant audio-visual aids.

During this phase, the researcher developed the preliminary structured teaching programme for behaviour problems for which the following steps were taken:

Step-1: Review of literature-

- An extensive review of literature was carried out from books, journals and through internet to collect recent evidences related to behaviour problems.
- The review of literature for present study was done for types of behaviour problems, causes, symptoms and their management.
- Literature related to construction of structured teaching programme was also reviewed.

Step-2: Items selection and pooling

- Different structured teaching programmes were analysed and related items such as various aspects related to behaviour problems, causes, symptoms and their management were pooled together.

Step-3: Preparation of first draft

- Selected items were organised to generate first draft of structured teaching programme for behaviour problems.

Descriptions of Structured Teaching Programme

The STP was titled "Management of Behavioural Problems of School Children". It consists of the following contents: -

- explain the meaning of behavioural problems
- mention the common behavioural problems among school children
- discuss about conduct disorder and its management
- discuss about aggression and its management
- explain lying and its management
- describe stealing and its management
- explain regarding truancy and its management
- discuss bullying and its management
- define fire setting
- explain regarding impulsivity and its management
- discuss about oppositional defiant disorder and its management
- explain school phobia and its management
- understand the class room management techniques to control behavioural problems in children

PHASE II - VALIDATION PHASE OF FIRST DRAFT AND SUBSEQUENT DRAFTS

Step-1: Selection of Panel: The initial drafts of the STP was given to 12 experts comprising of eight Nursing educators from psychiatric nursing, 2 from the field of Psychiatry, 2 from the field of clinical psychology and one biostatistician. The sample of the experts was heterogeneous to ensure that entire spectrum of opinion could be determined.

Step-2: The modified Delphi technique was used to validate the draft by choosing experts from the concerned fields.

Step-3: Modification: As per the experts' opinion, the modifications in the structured teaching programme for behaviour problems were made.

PHASE-III - TESTING FEASIBILITY OF STRUCTURED TEACHING PROGRAMME ON BEHAVIOUR PROBLEMS

Step – I: PILOT STUDY

After the modification in the draft of structured teaching programme for behaviour problems, new formulated structured teaching programme for behaviour problems was administered on the 5 students of diploma in education.

Objectives of pilot study:

- To assess the on the level of knowledge regarding behavioural problems of school children among students of diploma in education.
- To evaluate the effectiveness of structured teaching programme on behavioural problems of school children among diploma in education students.
- To find out association between knowledge score of diploma in education students on behavioural problems of school children with selected demographic variables.

Sample size: 35 subjects

Ethical Considerations:

- Permission was taken from Principal College of Education.
- Study subjects were informed about the objectives of the study.
- Written informed consent was taken from subjects. They were free to participate or withdraw from the study at any time.

Results of pilot study:

- It was found feasible to use structured teaching programme for behaviour problems.
- The language of structured teaching programme for behaviour problems was clear and understandable.
- The average time taken for structured teaching programme for behaviour problems was 45 minutes.

Step - II: MODIFICATIONS AFTER THE PILOT STUDY

No modification was needed. Hence the implemented structured teaching programme was finalised to use in the study.

CONCLUSION

A pilot study was conducted among 25 students of diploma in education. An administrative approval was obtained from the Principal to conduct the study. On the first day the purpose of the study was explained and informed consent was taken from diploma in education students. A pre-test was conducted by self administration of structured knowledge questionnaire to each sample. Duration of 30 minutes was given for each sample to complete the tool. On the same day the Structured Teaching Programme was administered on behavioural problems of school children for 45 minutes using the A.V Aids. Post test was conducted by using the same structured knowledge questionnaire after 30 days of the structured teaching programme. The purpose of the pilot study was to find out the feasibility of conducting

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the study. The pilot study results showed that the overall post-test mean knowledge score was higher at 72.25% with SD of ± 2.35 , when compared with over all pre-test mean knowledge score value which was 32.30% with SD ± 1.97 and the paired 't' test value was 6.58. The pilot study showed that the setting, samples, tool and STP was feasible enough to conduct the main study. Pilot study also predicted the effectiveness of STP for Management of Behavioural Problems.

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