

SOCIAL EMOTIONAL LEARNING WITH PATHS

- ◉ Implementing PATHS in the Elementary Classroom

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INTEGRATING PATHS THROUGHOUT THE SCHOOL DAY



PROBLEM STATEMENT

○ General Problem

The general problem is students in primary education lack the necessary skills to deal with emotions, problems, and interpersonal relationships

○ Specific Problem

The specific problem is educators struggle with instructional time and creativity for implementing a social emotional learning (SEL) curriculum .

PURPOSE STATEMENT

- **Qualitative Delphi Study**

Identify best practice procedures of teachers, child behavior specialists, and administrators who consistently implement social-emotional learning standards throughout the day at school.

SIGNIFICANCE OF LITERATURE

- ◎ The research study may contribute to the educational knowledge base of how teachers integrate subject matter.
- ◎ The knowledge gained from this study may enhance the teacher's ability to consistently implement SEL into the curriculum and accommodate schedules.
- ◎ The current study in SEL may help administration and faculty understand the fundamentals of integrating a social-emotional curriculum into the common core which is crucial to student learning.
- ◎ The study may improve child behavior specialist's routines at school.
- ◎ Completion of this current study may also assist parent's knowledge as they work alongside educators to reinforce social emotional learning.

RESEARCH QUESTIONS

- ⦿ How can educators best integrate PATHS throughout the school day?
- ⦿ What are best practice instructional strategies associated with integrating PATHS, social emotional learning (SEL) into the curriculum throughout the school day?

CLASSICAL DELPHI DESIGN

DALKEY AND HELMER (1963)

◉ Qualitative Study

- Anonymity of experts
- Iterative process

(Davidson, 2013).

DELPHI

◉ Modified Delphi

- ◉ One form of modification involves having face-to-face interviews or a focus group for the first round
 - Local study

(McKenna, 1994).

◉ Real Time Delphi

- ◉ "A Consensus Conference"
 - ❖ Hyperlink to a welcome page. The participants can read details of the approach and access the initial questionnaire.
 - ❖ Qualities
 - Efficient process
 - Accommodates expert availability
 - Reduces drop-out-rates
 - Allows Expansion

Gnatzy, Warth, von der Gracht, and Darkow (2011).



UNITS OF ANALYSIS

Strategies of teachers, behavior specialists, and administrators.

POPULATION

Experts who implement
Social Emotional Learning



SAMPLE CRITERIA

SEL Curriculum in the School

- ◎ 10 Teachers from schools that teach SEL
- ◎ 9 Child Behavior Specialists that reinforce SEL
- ◎ 8 Administrators that support SEL

DATA COLLECTION

3 Rounds of Data Collection/ Online

■ 1st Round

- Panel receives the initial open-ended questionnaire.

■ 2nd Round

- Panel members are given a synopsis of the inputs from round one.
- Panel members then rank data by levels of importance.
- Panel is asked to explain their rankings.

■ 3rd Round

- Panel receives a summarized set of rankings from round two.
- Panel Comments on the rankings and Expands on the most critical elements.
- Panel Elaborates on the three most critical issues from Round 2.

DATA ANALYSIS

◎ How will I analyze the Data?

- Computer Software Program
 - This software must be:
 - Accessible
 - Accurate
 - Budget
 - Training
 - Valid and Reliable

Thoughts: www.owll.massey.ac.nz

<http://phenomenologyresearch.wordpress.com/2011/05/07/organizing-and-analyzing-the-data/>

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