



# NEW INSIGHTS FOR EDUCATORS

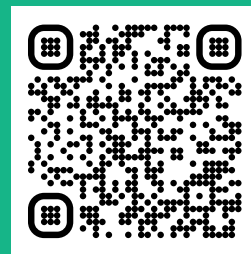
## SOCIAL AND EMOTIONAL LEARNING

*NEW INSIGHTS into Children's Temperament (INSIGHTS)* is an evidence-based social and emotional learning intervention. One of the three programs featured in the intervention is a hybrid remote professional development program for elementary school educators.



Children come with a variety of temperaments (personalities). For example: Coretta the Cautious is shy, Gregory the Grumpy is high maintenance, Fredrico the Friendly is very social, and Hilary the Hard Worker is industrious. *NEW INSIGHTS for Educators* explains how differences in children's attention, emotions, and behavior are often related to their temperaments or personalities. Although temperament is not amenable to change, adults' responses are, and greatly influence children's behavior. Through *NEW INSIGHTS*, educators learn strategies that match a child's particular temperament. The *NEW INSIGHTS* strategies have been proven to foster children's self-regulation and academic skills.

*NEW INSIGHTS for Educators* (elementary school teachers, school counselors, school psychologists, and administrators) includes 6 one-hour asynchronized lessons and 7 one-hour synchronized group sessions. The synchronized sessions are conducted by an experienced INSIGHTS facilitator who coaches the educators in applying the content to their particular students.



Scan this code to learn more about *NEW INSIGHTS*.

**A summary of the professional development topics is listed on the next page.**

Scheduling or questions:  
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Week 1

**Facilitated Session #1**

The facilitator welcomes the educators and gives them an opportunity to introduce themselves and briefly describe a challenging behavior that one of their students is exhibiting. The facilitator then presents an overview of NEW INSIGHTS and explains the logistics of assessing the asynchronized lessons.

**Lesson #1 Recognizing Child Temperament**

The major concepts of temperament are presented: its biological basis, resistance to modification, manifestations in situations involving stress and change, and how an environment can be supportive of a child's particular temperament. Educators are taught how to recognize the temperaments of their students. Common temperament profiles are presented as exemplars: Coretta the Cautious who is shy, Gregory the Grumpy who is high maintenance, Fredrico the Friendly who is social and eager to try, and Hilary the Hard Worker who is industrious. In addition, the four dimensions of school-age temperament are explained: negative reactivity, task persistence, withdrawal, and motor activity.



Week 2

**Facilitated Session #2**

The educators identify the temperament of a student that they find challenging and another one that they find easy.

**Lesson #2 Reframing Children's Temperaments and Responding to Them**

In this lesson, educators engage in activities intended to reframe their perceptions of their students with an appreciation that every temperament has strengths and challenges. They also learn that although temperament is not amenable to change, educator responses can be modified. Videos demonstrate examples of educator responses that are optimal, adequate, and counterproductive.

Week 3

**Facilitated Session #3**

The educators report on the optimal, adequate, and counterproductive responses they used during the week and how their students reacted.

**Lesson #3 Gaining Control**

Recognition and acceptance of a child's temperament, however, does not imply permissiveness. Educators are guided in developing contracts when children exhibit repetitive or annoying behaviors. The contract is designed so that the targeted student can be successful. Consequently, an annoying behavior is reduced and the relationship with the child and educator is enhanced.

Week 4

**Facilitated Session #4**

The facilitator leads the educators in critiquing the various goals and other contract components they plan to use.

**Lesson #4 Disciplining School-Age Children**

Principles underlying effective classroom management are presented. Discipline is symbolic and is not punishment. Videos show common behavior problems that some students exhibit. The educators then develop a 3-step discipline plan for dealing with disruptive behavioral incidents that occur in the classroom.

Week 5

**Facilitated Session #5**

The educators report on the status of their student contracts and discuss whether amendments are needed. They also demonstrate the various signals they have implemented with their students. Then the facilitator leads the educators in discussing effective responses to disruptive student behavior.

**Lesson #5 Cultivating a Classroom Community of Learners**

This lesson discusses the importance of appreciating individual differences among the members of the classroom community. Racial/ethnic differences are celebrated. Strategies for enhancing the self-regulation of students relative to various temperaments are explained.

Week 6

**Facilitated Session #6**

The educators continue reviewing the status of their student contracts and consider whether amendments are needed. In addition, they discuss how they have implemented other strategies they have learned within their classrooms. The facilitator also leads the educators in exploring how they celebrate the cultural diversity of their students.

**Lesson #6 Everyone Needs Social and Emotional Skills**

Social competencies for adults as well as for children are the focus of this lesson: listening, relaying empathy, assertiveness skills, collaboration, problem-solving, and conflict resolution. Strategies for attending to one's own personal needs while juggling professional responsibilities are also discussed. Educators are encouraged to develop a contract with themselves to enhance their own social competencies.

Week 7

**Facilitated Session #7**

The educators update the status of their student contracts and discuss whether further amendments are needed. The facilitator asks each of the educators what SEL contract they have made with themselves and who will hold them accountable.

