



NEW INSIGHTS FOR PARENTS

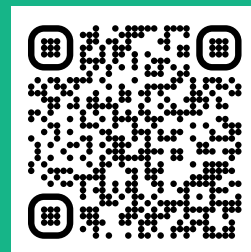
SOCIAL AND EMOTIONAL LEARNING

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 program for parents of elementary school-age children.



Children come with a variety of temperaments (personalities). For example, **NEW INSIGHTS** features four characters: 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 Parents 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**, parents learn strategies tailored to their child's particular temperament. The **NEW INSIGHTS** strategies have proven to reduce children's behavior problems and enhance their academic skills.

NEW INSIGHTS for Parents includes 6 one-hour self-paced lessons and 7 one-hour remote group sessions. The group sessions are conducted by an experienced INSIGHTS facilitator who coaches the parents in applying the content to their child.



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

A summary of the parenting topics is listed on the next page.

Scheduling or questions:
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Week 1

Facilitated Session #1

The facilitator welcomes the parents and gives them an opportunity to introduce themselves and briefly describe if their child is exhibiting a challenging behavior that concerns them. The facilitator then presents an overview of **NEW INSIGHTS** and how to access the self-paced lessons.

Lesson #1 Recognizing Child Temperament

The major concepts of children's 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. Parents are taught how to recognize the temperaments of their children. 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

Each of the parents identify the temperament of their child.

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

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

Facilitated Session #3

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

Lesson #3 Gaining Control

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

Facilitated Session #4

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

Lesson #4 Disciplining School-Age Children

Principles underlying discipline that is responsive are presented. Discipline is symbolic and is not punishment. Videos show common behavior problems that some children exhibit. The parents then develop a 3-step discipline plan for dealing with disruptive behavioral incidents that occurs at home.

Facilitated Session #5

The parents report on the status of their children's contracts and discuss whether amendments are needed. They also demonstrate the various signals they have implemented with their children. Then the facilitator leads the parents in discussing effective responses to oppositional child behavior.

Lesson #5 Appreciating Our Individual Differences

This lesson discusses the importance of appreciating individual differences among members of the community. Racial/ethnic differences are celebrated. Strategies for enhancing the behavior of children related to various temperaments are explained.

Facilitated Session #6

The parents continue reviewing the status of their children's contracts and consider whether amendments are needed. In addition, they discuss how they have implemented other strategies they have learned.

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 multiple roles are also discussed. Parents are encouraged to develop a contract with themselves to enhance their own social competencies.

Facilitated Session #7

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

