

Implementing Temperament-Based Strategies That Enhance Children's Self-Regulation

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INSIGHTS

into Children's Temperament



Introducing my co-presenters



Insert vignette 2.2t
here

TODAY'S PRESENTATION:

- ✓ What is *INSIGHTS*?
- ✓ Show what worked in our efficacy studies.
- ✓ Offer practical temperament-based strategies that you can apply.
- ✓ Tell you about our current and future plans.

INSIGHTS

- Tier 1 manualized positive behavioral intervention
- Temperament-based
- Comprehensive
 - Teachers
 - Parents
 - Children/Classroom



Parent and Teacher Programs

- Facilitated sessions
 - 2 hours for 10 weeks
- Videotaped vignettes
- Role-playing
- Homework



Parent and Teacher Programs

- Recognize child temperament
- Reframe your perceptions
- Respond
- Scaffold and stretch
- Strategies for gaining compliance



Children's Programs

- Temperament-based
 - Same temperament profiles (puppets)
 - Empathy skills
 - Dealing with daily dilemmas

A 45 minute classroom session once a week



A few results from first prevention trial



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Sandee McClowry, Catherine Tamis-LeMonda, & David Snow

- 1R01NR04781 6/98-5/04 Behavior problems
- 2R01NR04781 6/03-6/08 Social competence



Participants and Setting

- 148 African American and Hispanic primary grade children and their parents and 42 teachers in 6 schools.
- Low performing urban school district.
- 86% of children eligible for free lunch.

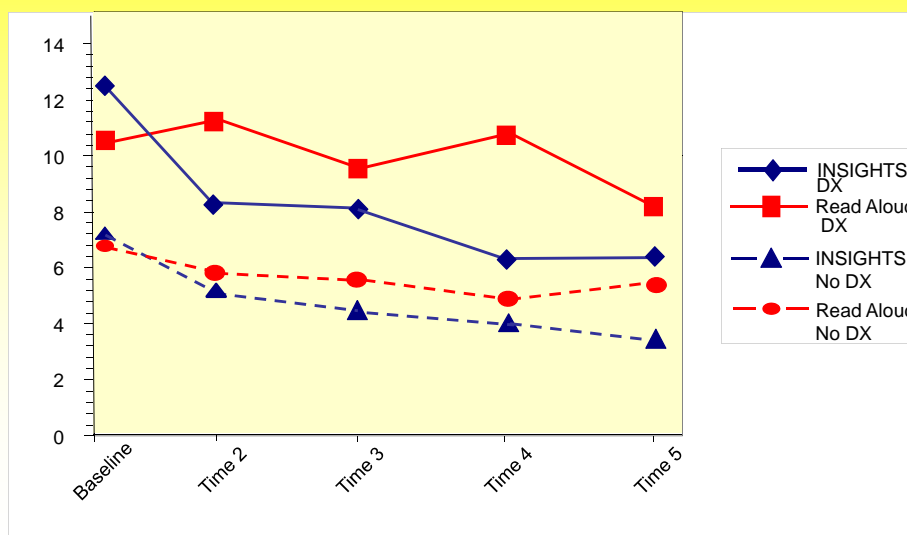


DISC—Disruptive module

- Attention deficit with hyperactivity disorder
- Oppositional defiant disorder
- Conduct disorder



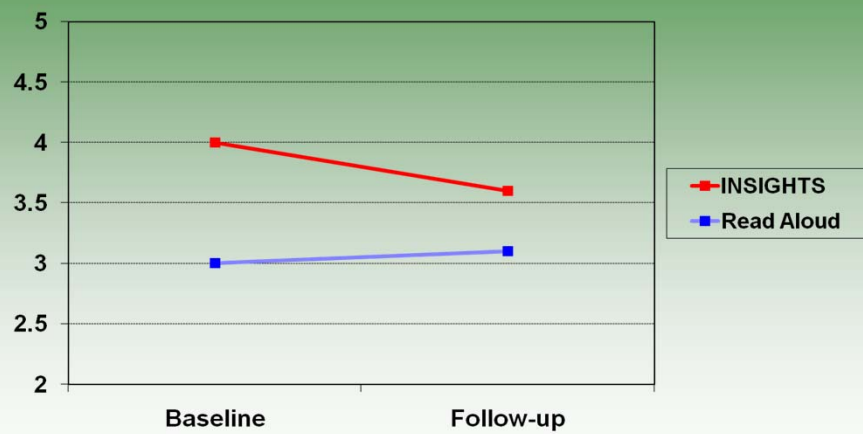
Child Behavior Problems by Diagnostic and Treatment Groups



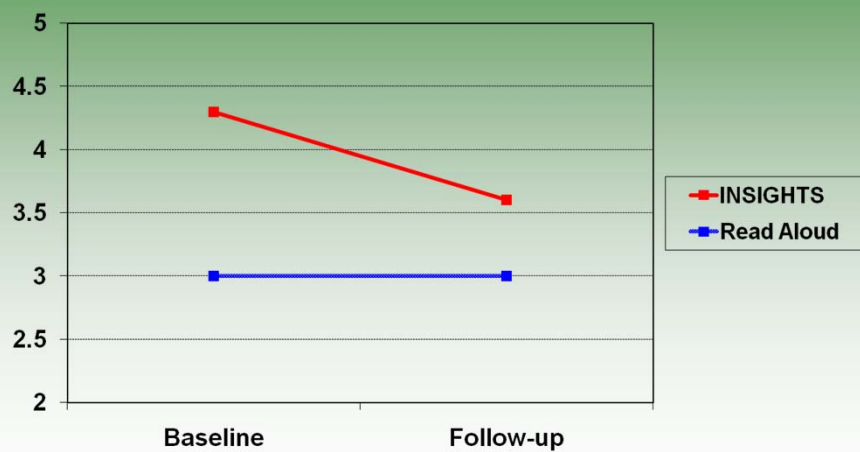
Does INSIGHTS Work in Classrooms?



Boys Aggressive Behavior Towards Others



Boys Attentional Difficulties



Changes in Teacher Confidence in Handling Boys' Classroom Behavior Problems

	INSIGHTS	Read Aloud
Emotional-Oppositional	36%	14%
Attentional Difficulties	52%	22%
Covert disruptive behavior	40%	11%



Positive Changes in Teacher's Perceptions of The Competencies of Boys

	INSIGHTS	Read Aloud
Cognitive competency	72%	30%
Physical competency	54%	19%



A Quasi-Experimental Design



Two Models

➤ Parallel

- Teachers and parents meet in separate groups

➤ Collaborative

- Half of the sessions are together
- Social competency content added—
 - Listening, assertiveness, collaboration, conflict resolution



Participants and Setting

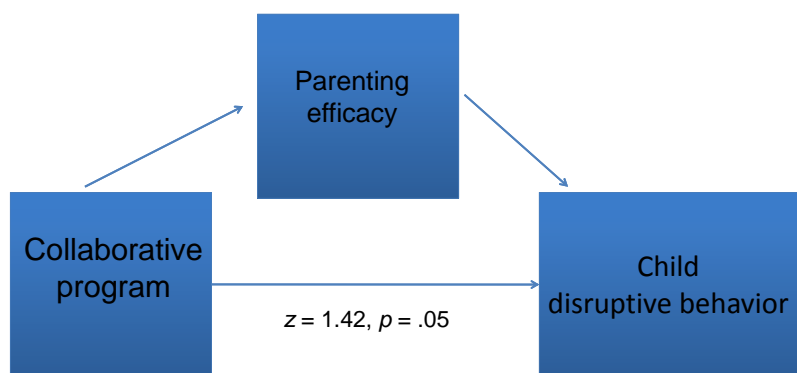
- 202 African American and Hispanic primary grade children and their parents and 82 teachers
- 86% of children eligible for free lunch
- 11 low performing urban schools



What Worked?

- Disruptive behavior went down among all children over the course of the intervention.
 - ❖ The effects were greater for children with high maintenance temperaments.
 - ❖ The effects were greater for the children whose parents were in the collaborative program.
 - The effects were greater still for children with high maintenance temperaments whose parents were in the collaborative program.

Why it worked



Applying INSIGHTS Strategies To Your Children



The 3Rs

- Recognize
- Reframe
- Respond



Recognizing Child Temperament

- Consistent reaction style that a child demonstrates across a variety of settings, particularly those that involve stress or change.
- A lens through which individuals view their world.



What is Temperament?

- Children are born with a unique temperament.
- Influences behavior and emotional reactions.
- Easiest to see in situations that involve change or stress.
- Doesn't change easily.



What is Temperament?

- Classifies individuals
- Predicts behavior
- Modulates experience
- Identifies the child's contribution to own and social development



What is Temperament?

- Interacts with the environment.
- Goodness of fit is the answer.



Goodness of Fit ...

...is the match of the child's temperament to the demands, expectations, and opportunities of the environment.



How to Recognize Child Temperament

- ◆ Intuitive
- ◆ <http://www.insightsintervention.com>



What is Temperament?

- Withdrawal
- Activity
- Task persistence
- Negative Reactivity



Temperament Profiles



Social/Fager to Try
 Fredrico the Friendly

Negative Reactivity	Task Persistence	Withdrawal	Activity
High	High	High	High
		X	
Low	Low	Low	Low



Cautious/Slow to Warm
 Coretta the Cautious

Negative Reactivity	Task Persistence	Withdrawal	Activity
High	High	High	High
		X	
Low	Low	Low	Low



Industrious Hilary the Hard Worker

Negative Reactivity	Task Persistence	Withdrawal	Activity
High	High	High	High
	X		
X			X
Low	Low	Low	Low



High Maintenance Gregory the Grumpy

Negative Reactivity	Task Persistence	Withdrawal	Activity
High	High	High	High
X			X
	X		
Low	Low	Low	Low

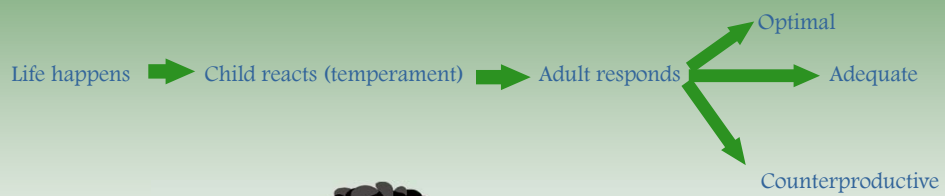


The New INSIGHTS Kids



Carlos the Cautious Gretchen the Grumpy Felicity the Friendly Henry the Hard Worker

Parent and Teacher Responses



Insert Vignette 3.1t
here

Temperamentally Challenging Situations

- Scaffold
 - Recognize when the situation is challenging
 - Assess level of distress
 - Remove or
- Stretch
 - Make a plan
 - Prepare your child
 - Continue to monitor
 - Provide recognition



Types of Behavioral Problems

- Isolated incidents
- Repetitive



For Isolated Problems

- ◆ Have a prepared 3 step behavior plan;
- ◆ Use the minimal amount of discipline necessary;
- ◆ As a first step implement a secret signal with the child;
- ◆ Work to help the child self-regulate.



Repetitive Problems: Cooperation Contracts



For Repetitive Problems

- Develop a Cooperation Contract to:
- ◆ Stop a repetitive behavior problem;
 - ◆ Repair the teacher/student relationship; and
 - ◆ Reestablish that the teacher is in charge.



Some Guidelines for the Cooperation Contract

- ◆ Select only one reasonable and achievable goal;
- ◆ State the goal in a positive way.
- ◆ Select how many times the child must fulfill the goal to be successful during the week.
- ◆ No reminders.
- ◆ Carry through on your part of the contract.



Some take home advice



Social/Fager to Try
Fredrico the Friendly

- Needs to be with friends
- Difficult to discipline
- Probably creative
- Must be reminded about safety



Cautious/Slow to Warm
Coretta the Cautious

- Probably very sensitive and perceptive
- Needs plenty of reassurance
- Scaffold and stretch
- Empathic response then redirect
- Often underestimated



Industrious
Hilary the Hard Worker

- Will do fine in a responsive environment
- Watch for perfectionistic tendencies
- Needs to learn to be assertive



High Maintenance
Gregory the Grumpy

- Most influenced by the environment
- You are his/her advocate
- Needs an energetic but not distracting environment
- Ignore high negativity reactivity
- Needs structure but be flexible
- You are a person, too!



What else is going on in
INSIGHTS?



Status of Our Group Randomized
Prevention Trial



Testing the Efficacy of INSIGHTS In Enhancing the Academic Context

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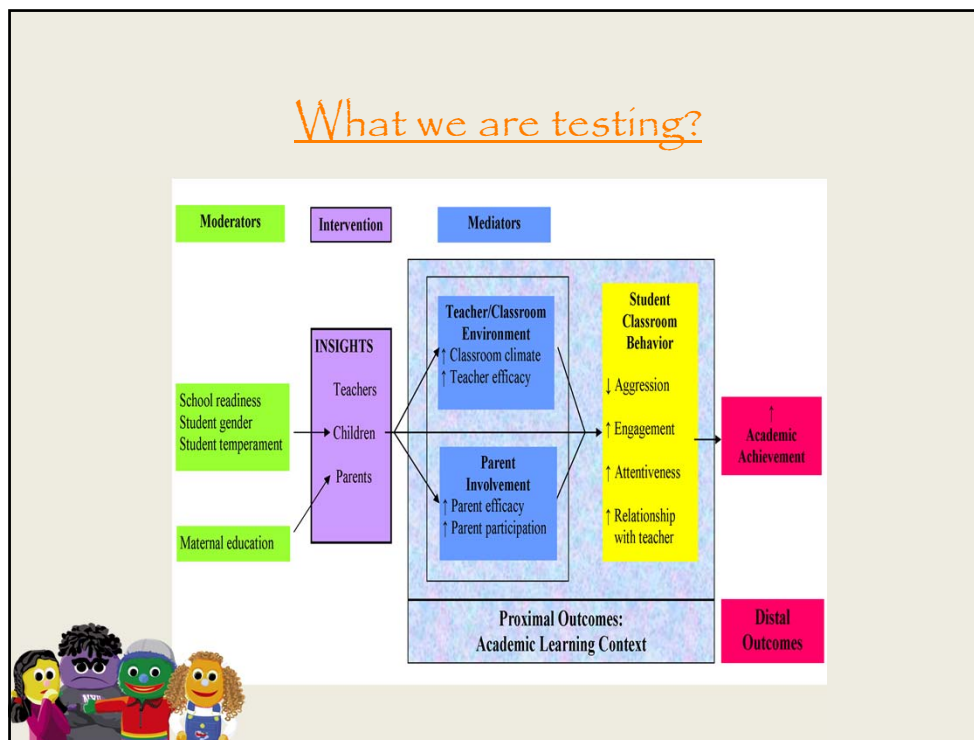


What we promised!!! And where we are....

	PROMISED	CURRENT STATUS
# of schools	22	22
Parent/child dyads	760	440
Classrooms	150	192
Teacher yield	93%	



What we are testing?



Protocol


- Partner with underperforming urban schools
- Schools randomized into *INSIGHTS* or a reading program
- Recruitment and intervention: Kindergarten and 1st grade
- Five data collection times
- Hierarchical linear modeling






A Sneak Peak into Our Future

- Complete this group randomized trial in June, 2012.
- Conduct a longitudinal follow-up.
- Adapt *INSIGHTS* for monolingual Spanish-speaking Latino parents.
- Develop a school wide model.
- More dissemination activities.



INSIGHTS Intervention

- Individual and group sessions
- Professional development
- Training of facilitators (with coaching) within communities



Books

McClowry, S. G. (2003). *Your child's unique temperament: Insights and strategies for responsive parenting*. Research Press: Champaign, IL.

McClowry, S. G. (in progress). *Elementary classroom management: Temperament and Other Evidence-Based Interventions*.



More Information

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