

INSIGHTS into Children's Temperament *Addressing Child Behavioral Problems Early and Effectively*

The Challenge:

Inner-city minority children face multiple, interactive stressors that compromise their development. Without intervention, minor behavior problems often escalate into more serious mental health problems.

The Goal:

Enhance the social-emotional development of children through responsive parenting and the involvement of other caring adults.

An Innovative Solution:

Help parents and teachers recognize children's temperament so that they can deal effectively with minor behavioral problems, and enhance the interpersonal relationships that children have with their family, teachers and friends.

Where To Learn More

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What It Is

- A 10-week intervention designed to help parents and teachers enhance the development of elementary school-age children.
- Developed in partnership with the African-American and Hispanic communities in New York City; conducted for more than 15 years in inner-city elementary schools; adaptations are under development for parents who are exclusively Spanish-speaking, for Orthodox Jewish families, and for use in pre-schools.
- Program content is offered to parents, teachers, school nurses, and other school personnel who provide care to at-risk children, especially those who are often labeled as having attention deficit with hyperactivity and other disruptive disorders.

What It Does

- Helps prevent the downward developmental cascade that often begins with minor behavioral problems. Averts more serious social, behavioral, and academic problems.

How It Stands Out

- Parents report significantly:
 - Improved behavior among children who exhibit minor behavior problems like forgetting to bring home their homework materials;
 - An even greater reduction in behavior problems among children with serious disruptive behavior problems; and
 - The greatest reduction in behavior problems among children meeting the criteria for a diagnosis of attention deficit with hyperactivity (ADHD without the use of medication).

Edge Runners



- Teachers:
 - Perceive their male students as more cognitively and physically competent;
 - Feel more efficacious in handling the oppositional, attentional, and covert disruptive behavior of the male students.

- Among children:
 - Boys exhibit fewer attentional difficulties at school;
 - Boys have fewer aggressive behavior problems in the classroom;