

Introduction

- INSIGHTS is a temperament-based social-emotional learning intervention for kindergarten and first grade students (McClowry, 2014).
- Temperament is individual differences in reactivity and regulation regarding activity, affect, and attention (Rothbart & Bates, 2006).
- Research has emphasized teacher implementation and intervention effectiveness.
- It is crucial to understand how teachers utilized the intervention from their perspective and the impact of INSIGHTS.

Purpose

Understand the impact of INSIGHTS on classroom practices, student changes, and the challenges teachers faced.

Research Questions

1. How were teachers' approaches impacted by the intervention?
2. How were teacher-student relationships impacted?
3. How do teachers perceive the impact on their understanding of temperament?
4. What challenges did teachers encounter?

Findings

Themes

Teacher Changes after INSIGHTS (n = 125)

Changes in mindset, understanding of their own emotions, and their own self-management.

Student Changes after INSIGHTS (n = 95)

Students connected with the INSIGHTS puppets and referenced them when problem-solving at school.

Teacher Challenges during INSIGHTS (n = 59)

Difficulty with finding time for the intervention, using the puppets, and applying it to their specific classrooms.

Codes & Quotes

Teacher Personal Growth (n = 14)

"... for myself, I was reminded... you are getting stressed out, you need to talk about why you're getting stressed out or you're going to go home and freak out on your husband... But I feel like it was just re-training my brain..." - Spring

Teacher Professional Growth (n = 88)

"...when the kids have problems, I just want to fix it right away... and now when we have... a conflict in our classroom, [I] think... how do they want to solve it? Because they have good ideas, too..." - Petal

Student Relationships (n = 2)

"...I got to know the kids a little bit better after using INSIGHTS...[it] opened up their personalities, a little bit more..." - River

Student Changes in SEL Skills (n = 48)

"I think they're able to work through their little disagreements better... realization [that] this isn't really a huge deal, and we can talk it out." - Autumn

Student Connections with Puppets (n = 41)

"...I had one little girl who just kept saying 'I'm Corretta I'm so cautious'" - River

Difficulty Using Puppets (n = 18)

"... I felt pretty silly doing it and even in front of my students... I probably look like a crazy person talking to my hand..." - Tree

Difficulty Finding Time (n = 22)

"I have not used the puppets... that required a lot of prep time... that is the biggest struggle... it's so hard for me to say Freeze and let me go get the puppets, and let's talk this over type of thing" - Spring



Method

Participants included:

- 4 kindergarten, 4 first-grade teachers from rural Midwestern schools
- All female (M age = 39.63, SD = 8.38)
- Trained in INSIGHTS intervention
- Semi-structured focus groups
- Structural coding categorized responses into themes and codes

Discussion

- Highlights importance of participant feedback about the impact of interventions.
- Teachers have valuable knowledge about the impacts on their students.
- When consulting with teachers, it is critical to understand their perspectives on student changes.
- A limitation is that most focus groups had only one teacher.
- Future research should include focus groups to understand perspectives and impact.

Scan the QR Code for the poster!

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