

FRUSTRATING TEMPERAMENT TRAITS



Strengths-Based Approaches To Ensure Young Children Thrive

DEVELOPED & PRESENTED BY
Raelene Ostberg, M.Ed



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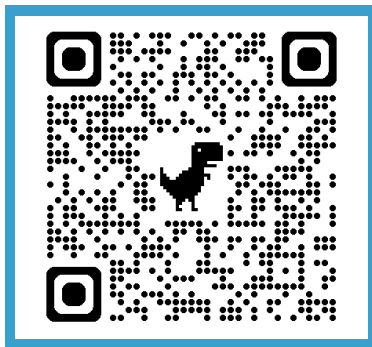
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Inspirational professional development that brings evidence-based strategies and joyful learning to early childhood educators worldwide.

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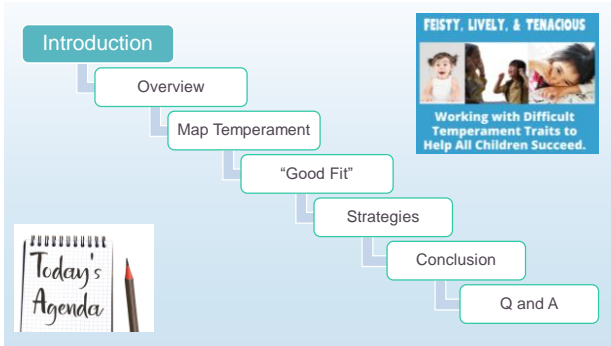


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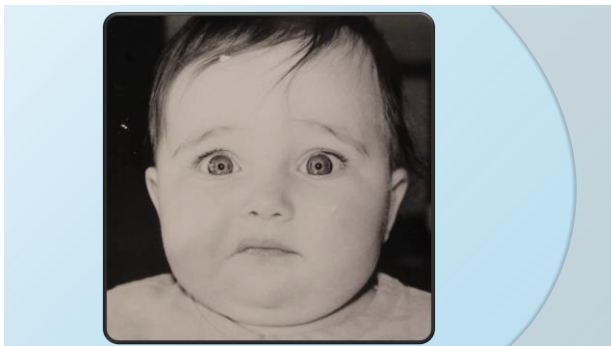
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The Snow-Pants



The Dress



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Why Bother?



Increases

- Confidence and self-esteem
- Abilities
- Understanding of self
- Appreciation/understanding of others
- Adult and child connection

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Decreases

- Power struggles
- Challenging Behaviors



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Objectives



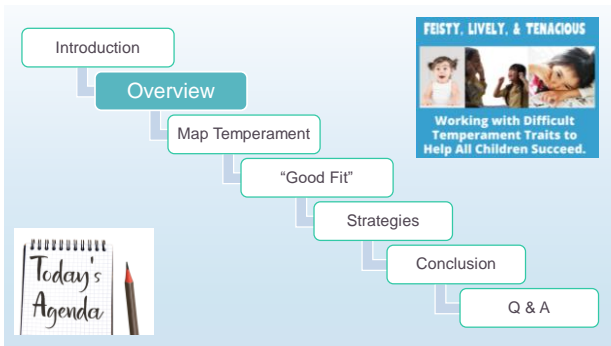
- Identify one child's unique temperament makeup
- Pinpoint a strategy to individualize and adapt care to help that child succeed in your care.

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“
Every child is a different kind of flower.
All together, they make this world a beautiful garden.”

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Child psychiatrists Stella Chess and Alexander Thomas conducted the New York Longitudinal Study, a groundbreaking research into infant temperament

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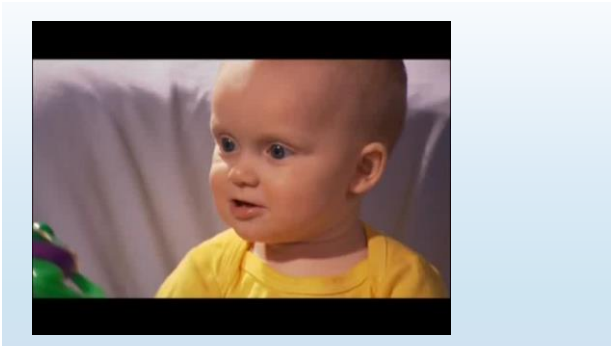
Temperament
is Reaction to
Stimuli

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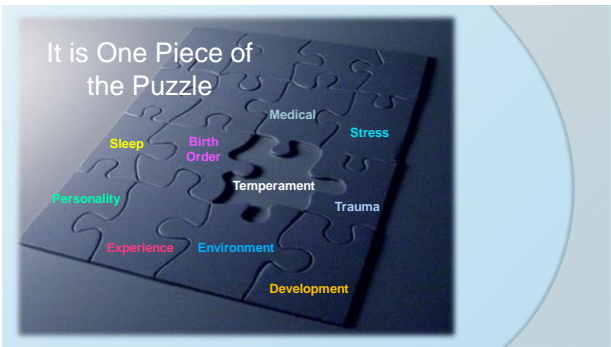


Wired from birth

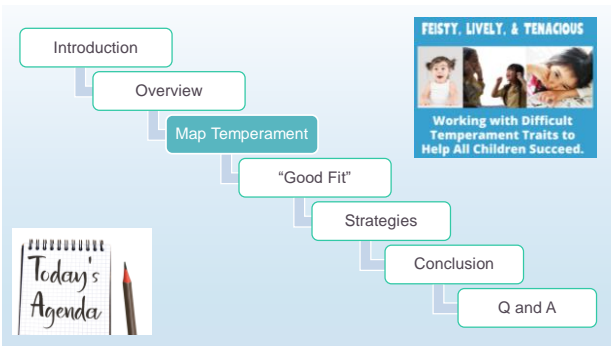
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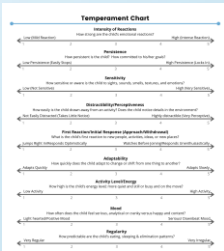
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Consistent Over Ages, Times, and Settings



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Temperament Mapping Activity



1. Visualize a child you have had difficulty working with recently.
2. Fill out your best guess: What is their place on the continuum?
3. When finished, think about which trait is difficult for you.
4. Where do you fall on the continuum of that trait?

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POLL



Which trait is most difficult for you in your care environment?

- High intensity
- High persistence
- High sensitivity
- High distractibility
- Negative first reaction
- Adapts slowly
- High activity
- Serious mood
- Very irregular

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The Clash!



Traits can be more or less challenging depending on the caregiver's temperament. Power struggles can occur when:

- High intensity meets highly intense
- High sensitivity meets high intensity
- Negative first reaction meets positive
- Adapts slowly meets adapts quickly
- High activity meets low activity
- Serious mood meets light-hearted
- Very irregular meets regular

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POLL

False

True or False

Children are born with a unique temperament makeup. All adults agree, certain traits are always more difficult than others.

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POLL

False

True or False

Children are born with a unique temperament makeup. All adults agree, certain traits are always more difficult than others.

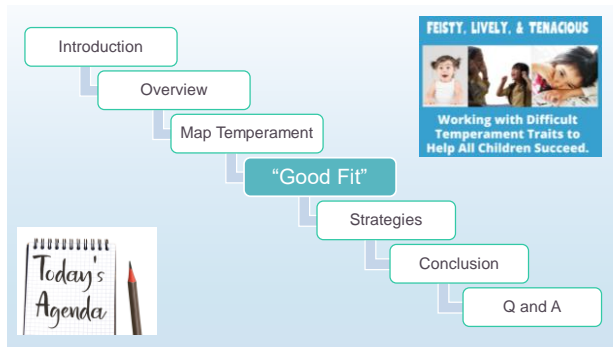
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Temperamental Outcomes

- Every child can succeed! But they will need a “good”



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“Goodness of Fit”

When demands and expectations are compatible with the child’s temperament and abilities.



Goodness/poorness (not actual temperament) was a strong predictor of social skills & negative behaviors

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What traits might be resulting in this difficulty?

<http://csefel.vanderbilt.edu/resources/wwb/wwb23.html>

Case Study: What is the trait that is not fitting well in Ms. Neil's Childcare?	
Intense emotional reactivity	<p>Twenty-month-old Laura just began care in Ms. Neil's family childcare home. Ms. Neil is having difficulty integrating Laura into her program. Laura's schedule is unpredictable, she becomes tired or hungry at different times each day, and she always seems to want to run, climb, and jump on everything. Laura also gets extremely upset when it is time to transition from outdoor play to lunch, or when Ms. Neil interrupts an activity in which Laura is engaged. It is not uncommon for her to tantrum for 10 minutes or more at these times. Ms. Neil has had many years of experience working with young children, and attributes Laura's lack of a consistent schedule to her recent enrollment and need to get used to the program. She is also struggling with the fact that her favorite activities—quiet games, book reading, and sensory experiences—are ones that Laura doesn't seem to enjoy. After several weeks of observing little change in Laura's behaviors, Ms. Neil is frustrated.</p> <p>Laura's unpredictable napping and feeding times, as well as her constant need for physical activity and intense reactions during transitions, are making responsive care for all the other children difficult. Ms. Neil meets with Laura's family, and learns that Laura's parents haven't had difficulty with the issues she describes. When she asks specifically about her schedule, her parents describe Laura as being a good eater and sleeper, but do report that she doesn't have a consistent schedule for eating or napping. They also share that Laura's need for active physical play is typically not an issue because they have a large backyard and Laura has several older siblings who often include her in their active play. Still, all of the adults are concerned about Laura's success transitioning into Ms. Neil's program, and want to find a way to help her.</p>
High persistence	
High sensitivity	
Low distractibility	
Negative first reaction	
Slow adaptability	
High activity	
Serious mood	
Very irregular	
Resource: https://csefel.vanderbilt.edu/files/wwb_23.pdf	

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Case Study

Twenty-month-old Laura just began care in Ms. Neil's family childcare home. Ms. Neil is having difficulty integrating Laura into her program. Laura's schedule is unpredictable—she becomes tired or hungry at different times each day—and she always seems to want to run, climb, and jump on everything. Laura also gets extremely upset when it is time to transition from outdoor play to lunch, or when Ms. Neil interrupts an activity in which Laura is engaged. It is not uncommon for her to tantrum for 10 minutes or more at these times. Ms. Neil has had many years of experience working with young children, and attributes Laura's lack of a consistent schedule to her recent enrollment and need to get used to the program. She is also struggling with the fact that her favorite activities—quiet games, book reading, and sensory experiences—are ones that Laura doesn't seem to enjoy. After several weeks of observing little change in Laura's behaviors, Ms. Neil is frustrated.

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Laura's unpredictable napping and feeding times, as well as her constant need for physical activity and intense reactions during transitions, are making responsive care for all the other children difficult. Ms. Neil meets with Laura's family and learns that Laura's parents haven't had difficulty with the issues she describes. When she asks specifically about her schedule, her parents describe Laura as being a good eater and sleeper but do report that she doesn't have a consistent schedule for eating or napping. They also share that Laura's need for active physical play is typically not an issue because they have a large backyard and Laura has several older siblings who often include her in their active play. Still, all of the adults are concerned about Laura's success transitioning into Ms. Neil's program and want to find a way to help her.

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- ✓ Ms. Neil reflected on her own temperament and how it might affect the children in her care, each of whom had their own distinct temperaments. She realized that she values a predictable schedule and is most drawn to calming, quiet activities. Ms. Neil began to organize additional outdoor play and active opportunities in her schedule.
- ✓ She watched Laura closely and learned to recognize her need to sleep or eat and made accommodations to individualize eating and sleeping schedules for her.
- ✓ She offered Laura many advance reminders when transitions were about to take place and was patient and understanding when she experienced intense emotions.

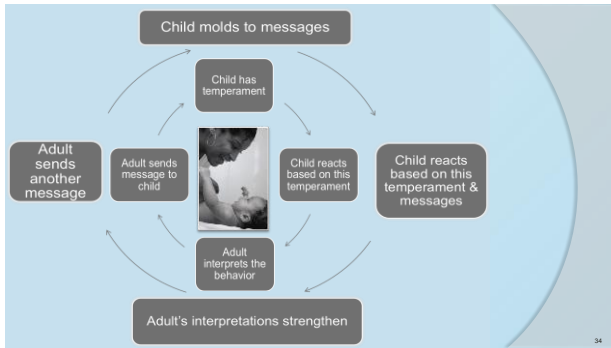
Results? Soon, Laura appeared to be much more comfortable in Ms. Neil's family childcare, home, and was able to better use her energy to build strong and positive relationships with Ms. Neil and the other children. Through understanding herself, the children, and their families' temperament, Ms. Neil created an environment that better met all of the children's needs. Ultimately, the work she did positively impacted the experience of Laura and the other children in her care.

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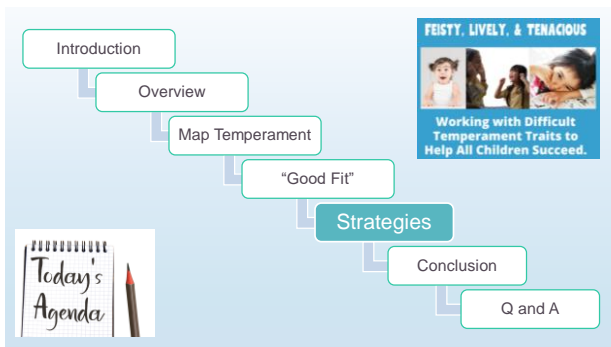


Our messages and expectations influence outcomes

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POLL

True

True or False

No matter how difficult a child's temperament makeup is for caregivers today, all children can experience success when adult caregivers are able to individualize care by providing a "good fit" for the child.

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POLL

True or False


No matter how difficult a child's temperament makeup is for caregivers today, **all children can experience success** when adult caregivers are able to individualize care by providing a "good fit" for the child.

True


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"...This was not something she was going to magically grow out of. It became clear to me that it is not my job to change her, but rather to help her learn to predict and plan for circumstances that might be hard for her."

Becoming the Parent You Want to Be.
Laura Davis



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Slow to Adapt
(or warm up)

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Triggers

- Too many changes in a day may leave them feeling drained and emotional
- Being rushed
- Surprises
- Expectations not met
- Unexpected changes

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Help the child "warm" to new ideas, giving space and time to adapt with low pressure



- Provide a Predictable Routine
 - Sing a transition same song
 - Show the same picture
 - Make an identical gesture

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The Results:

"I just wanted to write quick to let you know how much I enjoyed your class last night. I am three hours into my workday this morning and I can't believe how much I have been paying attention to the temperament of the children! As an example, I have a little toddler who started on Monday. I have been putting him first in his seat for meals and snack. He cries each time when I make this transition. This morning, I have been telling him what we are doing ahead of time and then I have been putting the other kids in their seats first. He very observantly watches me to see what I am doing. I then say, it is your turn now and he comes right over to his seat with no crying! It worked twice today and I'm thinking it will go well for lunch and afternoon snack, too!"

Thanks again, Diane

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Create and Use Visual Cues



- Schedules
- Pictures
- First-Then Sheets

<https://challengingbehavior.cbcs.usf.edu/resources/index.html>

file:///Users/raeteneostberg/Dropbox/%201%20Online%20Webinars/1%20Temperament%202-session%20ONLINE%20series/Temperament%20SOLO%20P%201/Routine_cards_home.pdf

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High Persistence



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WORKING WITH HIGH PERSISTENCE

TRIGGER	TOP TIP
Told what to do	Offer a Choice
Hurried or rushed	Plan extra time
Quick transitions	Set a timer
Being forced to quit	Provide warnings
Told "no"	Pick your battles
Not being listened to	Validate their feelings

Dr. Deborah Stock has written many books on child development.

thinking together
www.thinkingtogether.com

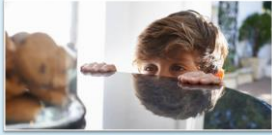
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Effective Discipline Power Strategy #5 from CB Series

- Find the "Yes" within the "No"
- Gives child some feeling of being considered
 - Builds the relationship with the child
 - Avoids the dreaded power struggle



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I want a cookie!

- ✓ Hungry
- ✓ Has a "sweet tooth"
- ✓ Adult controls the cookies!
- ✓ Child NEEDS a sense of control - Wants to say when/what he eats
- ✓ Is not sure when can get that cookie!

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- ⦿ You want a cookie! You know we had a cookie yesterday and today your body says –that was SO GOOD! I want another one!
- ⦿ You wonder – WHEN can I have a cookie!
- ⦿ You may have a cookie after we eat our snack.
- ⦿ EVEN BETTER! Would you like a cookie after snack or after lunch?

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"I don't want to go to nap. Can I stay up?"

"YES! Do you want to stay up 3 more minutes or 5?"



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Find the "Yes" within the "No" The Results

Finding the "Yes" within the "No" intrigues me. It reminds me of turning a situation into a "Win/Win." When difficulties arise with not wanting to transition from play time to group time, you could say, "You were having such a good time pretending to be a pilot. Maybe tomorrow during play time you could pretend you are flying to Africa to see the zebras and lions?"

It gives them something to look forward to and although "I have to stop playing now", I still get to "Play again tomorrow."

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Be Very Clear & Calm



"That is my final no."

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Working with High Intensity

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POLL

False

True or False

If a two-year-old experiences huge explosive tantrums, that means they must have the trait "High Intensity"

55

POLL

False

True or False

If a two-year-old experiences huge explosive tantrums, that means they **must have** the trait "High Intensity"

56



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Help Child Learn Their Triggers

- ⦿ Being ignored
- ⦿ Told not to be so intense
- ⦿ Intensity of others
- ⦿ Disappointment
- ⦿ Being rushed
- ⦿ Fatigue
- ⦿ Hunger
- ⦿ Stress
- ⦿ Caregiving that is overprotective or controlling

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Watch for Rising Tension



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“Name It to Tame It.”


Dr. Dan Siegel, *No Drama Discipline*

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Help the Child Soothe and Calm and Adjust, as needed

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Which strategy for working with the infant's intense reactions, seemed to help best?

- Labeling the infant's feelings
- Talking to the infant
- Talking to the infant while holding them
- Giving the infant a "quiet toy"
- Rocking the infant quietly

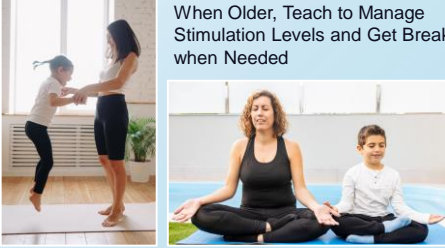
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clip 1.2

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When Older, Teach to Manage Stimulation Levels and Get Breaks when Needed



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Remember, it's about skills.
 A Child with High Intensity Needs to Learn:

- Regulate volume
- Monitor their intensity and recognize when it is rising
- Words for the intense emotions they experience
- Know how to calm themselves
- Identify how their intensity impacts others
- Gauge the level of importance emotions they experience

**Which strategies teach these skills?
 Does it make you think of any others?**

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Helping Children with a Feisty Temperament

written by Jo, 2017

Have you ever had a child who...

- Cries or tantrums loudly, out of nowhere, and over just about anything?
- Has HUGE emotional reactions to seemingly small occurrences?
- Runs to you with alarming reports about things that are not really that big of a deal?

If so, we have some information and a helpful tool to assist with reducing these behaviors. There are many drivers of challenging behaviors. If adults can isolate the "why" behind the behavior and teach the child what they need to learn, they will eventually choose the positive strategy that will reduce these negative actions in the future.

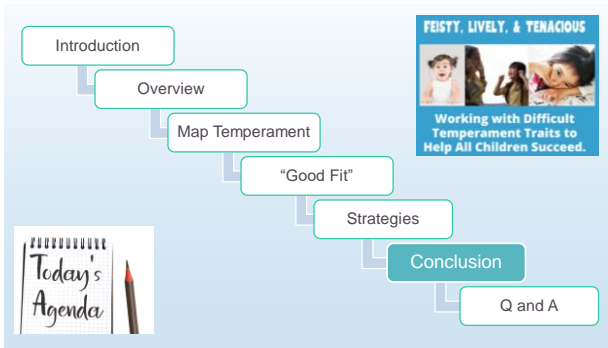
In this blog, you will find:

- insight into [one possible tool](#) that lighting up these feisty behaviors
- [10 strategies](#) that illustrate how the child is just wired different
- [links to help learn more](#) about what they need to learn
- [a tool](#) to help teach children with high intensity to gauge the importance of a situation
- [relevant links](#) to learn more

<https://www.thriving-together.com/post/working-with-children-with-a-feisty-temperament>



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POLL

Is this child listening?

- Yes, they are listening
- Maybe partially listening
- No, they choosing not to listen

Is this child listening?

Yes, they are listening

Maybe partially listening

No, they choosing not to listen

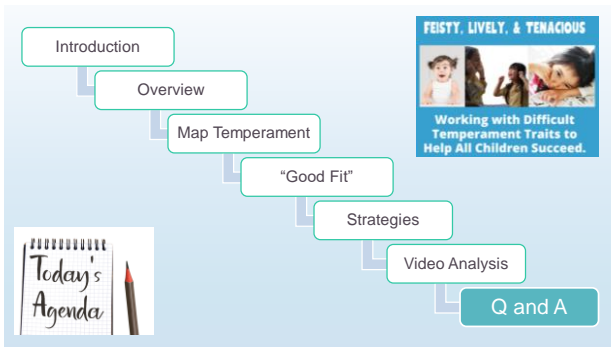
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A large QR code with a bird silhouette in the center. To the right, it says "DEVELOPED & PRESENTED BY Raelene Ostberg, M.Ed." and includes a circular portrait of Raelene Ostberg. Below the portrait are social media icons for Website, Facebook, and LinkedIn, and the "thriving together." logo.

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