



who is my child?

understanding children's temperaments



A Guide for Workshop Facilitators
Ready for Life





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getting started

using this curriculum module



Since the Texas debut of the documentary **Ready for Life**, KERA has received numerous requests for short video segments of the intimate family scenes shown in **Ready for Life** that could be used by parent educators and others who work directly with families and caregivers.

The first curriculum module, **Who Is My Child? Understanding Children's Temperaments**, is our response to those requests. The next two modules are **Attachment and Socialization** and **Early Literacy**. These three modules will cover topics presented in the **Ready for Life** documentary, all of which discuss the important role of parents and caregivers in raising emotionally healthy children.

For **Who Is My Child?** KERA, in collaboration with the University of North Texas Center for Parent Education, has created materials designed to give parents and caregivers a better understanding of children and their temperaments, and to provide workshop facilitators with all the tools needed to conduct a workshop on this topic. This module consists of print and video materials.

Included in this package are:

Your Trainer's Guide

This Guide contains:

- An overview of the workshop
- A complete guide to leading this workshop, including suggested scripts
- Handout and PowerPoint® Slides
- A resource section with the latest research and additional ideas for activities and ways to adapt the workshop for your group
- Information on how to facilitate a session
- A copy of **I Am Special**, a bilingual picture book for caregivers and children
- An interactive participant guide: **Who Is My Child? A Guide to Temperament**

Videotape

- One video copy of the segments to be used during this workshop in English and Spanish

This curriculum video is a critical and unique part of the presentation, and we suggest you use all of the segments when teaching the workshop.

These materials reinforce and expand on the content presented in this workshop and are excellent take-home materials for your participants. Additional materials may be ordered at www.readyforlife.org.





getting started

using this curriculum module

This guide also includes specific dialog that you can use when presenting your workshop. We encourage you to follow the content and objective outline. The information is organized in a sequential manner and presenting it this way will help participants understand and apply the information. The video can also be used in other types of workshops when teaching similar information.

Your input is invaluable to us. As you work with this curriculum, please make note of any questions or concerns you have regarding the material and how to use it. Your feedback will help us improve and modify this curriculum in subsequent editions.

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curriculum overview

one 3-hour session: *who is my child? understanding temperament*

Page	Topic and Objective	Time	Method	Materials
15	Pre session: Objective: Prepare the room and materials needed.			Laptop computer and LCD projector PowerPoint® Slides Handouts Chart paper Door prizes Name tags Markers
Section 1: Introduction				
16	Welcome Objective: Participants will receive an overview of the workshop.	10	Lecture	Slides #1-2 Handout #1 (optional) Chart: Agenda Handout #2 Who Is My Child?(Pre-Test)
17	Activity #1: Candy Questions Objective: To develop a comfortable relationship with others in the group.	10	Group Activity	Slides #3-4: Candy Questions Candies, cups
18	Activity #2: My Expectations Objective: To share information on expectations for the workshop.	5	Individual and Group Work	Guide to Temperament page 1
Section 2: What Is Temperament?				
19	Video Segment #1 Objective: To provide an expert's definition of temperament.	4	Video	Video Segment #1
19	Activity #3: What Do I Need to Know About Temperament? Objective: To provide a better understanding of temperament.	15	Individual and Group Work	Guide to Temperament pages 2-4 Slides #5-9
20	Activity #4: Famous Characters Objective: To begin to identify temperament traits of others.	10	Discussion	Slide #10: Famous Characters Stuffed animals/puppets Chart paper
Section 3: What Traits Make Up Temperament?				
22	Activity #5: What Does Your Child Love to Do? Objective: To help participants focus on what their child enjoys doing.	5	Individual Work	Guide to Temperament page 5
22	Video Segment #2 Objective: To model the nine temperament traits.	10	Video	Video Segment #2

curriculum overview

one 3-hour session: *who is my child? understanding temperament*

Page	Topic and Objective	Time	Method	Materials
23	Activity #6: Identifying Your Child's Temperament Objective: To identify temperament traits in individual children.	5	Individual Work	Guide to Temperament pages 7-15 Slide #11: Temperament Traits
23	Discussion: Beware of Labeling Objective: To recognize the dangers of labeling children.	5	Discussion	Slide #12: Labeling
24	Activity #7: Identifying Participant's Temperaments Objective: To help participants identify their own temperament.	10	Small Group Individual Work	Guide to Temperament pages 7-15 Slides #13-14: Person to Person
10 Minute Break				
Section 4: Do Your Child's Temperament and His World Fit Together?				
26	Video Segment #3: Do Your Child's Temperament and His World Fit Together? Objective: To demonstrate how a child's world and his temperament fit together.	8	Video Discussion	Video Segment #3
26	Activity #8: My Child's World Objective: To help participants create a picture of their child's environment.	10	Discussion	Individual work Handout #5 or Guide to Temperament page 17
27	Activity #9: Finding the Right Fit Objective: To develop strategies for how to deal with specific temperament traits in your child.	20	Discussion Chart Work	Chart paper Guide to Temperament Table Tents Slide #15: Finding the Right Fit
29	Discussion: Television Objective: To help participants understand active viewing and the View/Read/Do model.	5	Discussion	Slide # 16: Television
Section 5: What Would You Do?				
30	Video Segment #4: What Would You Do? Objective: To brainstorm ideas on how to handle specific temperament issues.	25	Video Discussion	Video Segment #4

curriculum overview

one three hour session: *who is my child? understanding temperament*

Page	Topic and Objective	Time	Method	Materials
Section 6: Review and Wrap-Up				
35	Activity #10: Review and Summary Objective: To provide a summary of temperament.	5	Individual Work	Slide #17: CHILD Guide to Temperament page 40
36	Video Segment #5: Things to Think About Objective: To provide a review of key concepts.	3	Video	Video Segment #5
36	Activity #11: Things to Remember Objective: To give participants an opportunity to reflect on what they have learned.	5	Partner Work	Guide to Temperament
37	Activity #12: Evaluate Us Objective: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3(Evaluation)

curriculum overview

three one hour session: *who is my child? understanding temperament*

Session 1

Page	Topic and Objective	Time	Method	Materials
15	Pre session: Objective: Prepare the room and materials needed.			Laptop computer and LCD projector PowerPoint® Slides Handouts Chart paper Door prizes Name tags Markers
Section 1: Introduction				
16	Welcome Objective: Participants will receive an overview of the workshop.	10	Lecture	Slides #1-2 Handout #1 (optional) Chart: Agenda Handout #2 Who Is My Child?(Pre-Test)
17	Activity #1: Candy Questions Objective: To develop a comfortable relationship with others in the group.	10	Group Activity	Slides #3-4: Candy Questions Candies, cups
18	Activity #2: My Expectations Objective: To share information on expectations for the workshop.	5	Individual and Group Work	Handout #2 Guide to Temperament page 1
Section 2: What Is Temperament?				
19	Video Segment #1 Objective: To provide an expert's definition of temperament.	4	Video	Video Segment #1
19	Activity #3: What Do I Need to Know About Temperament? Objective: To provide a better understanding of temperament.	15	Individual and Group Work	Guide to Temperament pages 2-4 Slides #5-9
20	Activity #4: Famous Characters Objective: To begin to identify temperament traits of others.	10	Discussion	Slide #10: Famous Characters Stuffed animals/puppets Chart paper
Section 3: What Traits Make Up Temperament?				
22	Activity #5: What Does Your Child Love to Do? Objective: To help participants focus on what their child enjoys doing.	5	Individual Work	Guide to Temperament page 5
37	Activity #12: Evaluate Us Objective: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3 (Evaluation)

curriculum overview

three one hour session: *who is my child? understanding temperament*

Session 2

Page	Topic and Objective	Time	Method	Materials
	Welcome	5	Lecture	Slide #1: Welcome Chart #1
22	Video Segment #2 Objective: To model the nine temperament traits.	10	Video	Video Segment #2
23	Activity #6: Identifying Your Child's Temperament Objective: To identify temperament traits in individual children.	5	Individual Work	Guide to Temperament pages 7-15 Slides #11: Temperament Traits
23	Discussion: Beware of Labeling Objective: To recognize the dangers of labeling children.	5	Discussion	Slide #12: Labeling
24	Activity #7: Identifying Participant's Temperaments Objective: To help participants identify their own temperament.	10	Small Group Individual Work	Guide to Temperament pages 7-15 Slides #13-14: Person to Person
Section 4: Do Your Child's Temperament and His World Fit Together?				
26	Video Segment #3: Do Your Child's Temperament and His World Fit Together? Objective: To demonstrate how a child's world and his temperament fit together.	8	Video Discussion	Video Segment #3
26	Activity #8: My Child's World Objective: To help participants create a picture of their child's environment.	10	Discussion Individual Work	Handout #5 or Guide to Temperament page 17
37	Activity #12: Evaluate Us Objective: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3(Evaluation)

curriculum overview

three one hour session: *who is my child? understanding temperament*

Session 3

Page	Topic and Objective	Time	Method	Materials
27	Activity #9: Finding the Right Fit Objective: To develop strategies for how to deal with specific temperament traits in your child.	20	Discussion Chart Work	Chart paper Guide to Temperament Table Tents Slides #15: Finding the Right Fit
29	Discussion: Television Objective: To help participants understand active viewing and the View/Read/Do model.	5	Discussion	Slide # 16: Television

Section 5: What Would You Do?

30	Video Segment #4: What Would You Do? Objective: To brainstorm ideas on how to handle specific temperament issues.	25	Video Discussion	Video Segment #4
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Section 6: Review and Wrap-Up

35	Activity #10: Review and Summary Objective: To provide a summary of temperament.	5	Video Individual Work	Guide to Temperament page 40
36	Video Segment #5: Things to Think About Objective: To provide a review of key concepts.	3	Video	Video Segment #5
36	Activity #11: Things to Remember Objective: To give participants an opportunity to reflect on what they have learned.	5	Partner Work	Guide to Temperament
37	Activity #12: Evaluate Us Objective: To evaluate the usefulness and effectiveness of the workshop.	5	Individual Work	Handout #3(Evaluation)



quick curriculum

overview

Section One:

Introduction (15 minutes)

Welcome

Activity #1: Candy Questions

Activity #2: My Expectations

Section Two:

What Is Temperament? (30 minutes)

Video Segment #1: What is Temperament?

Activity #3: What Do I Need to Know?

Activity #4: Famous Characters

Section Three:

What Traits Make Up a Child's Temperament? (35 minutes)

Activity #5: What Does Your Child Love to Do?

Video Segment #2: What Traits Make Up a Child's Temperament?

Activity #6: Identifying Your Child's Temperament

Discussion: Beware of Labeling

Activity #7: Identifying Participants' Temperaments

Section Four:

Do Your Child's Temperament and His World Fit Together? (40 minutes)

Video Segment #3: Do Your Child's Temperament and His World Fit Together?

Activity #8: My Child's World

Activity #9: Finding the Right Fit

Discussion: Television

Section Five:

What Would You Do? (25 minutes)

Video Segment #4: What Would You Do? (4 min 50 sec)

Section Six:

Review and Wrap-up (15 minutes)

Activity #10: Review & Summary

Video Segment #5: Things to Think About

Activity #11: Things to Remember

Activity #12: Evaluate Us



Pre-session checklist

- **Arrange all handouts in the order you will give them out and place them on a table near you.**
- **Try to have no more than 4-6 participants at a table.**
- **Put up Slide #1: Welcome before participants arrive.**
- **Post Chart #1: Agenda.**
- **Greet everyone as they come into the room.**
- **If you notice participants who seem nervous or uncomfortable, spend some extra time talking with them. You can ask them how old their children are and reassure them that the information they receive will be helpful.**
- **Have refreshments available.**
- **Have the Guide To Temperament, Handout #1 and Handout #2 at each place.**
- **Instructions for Chart #2 are on page 57. Prepare these charts prior to the start of the workshop.**





planning sheet

for facilitators



You will find a reproducible copy with handout masters. Use this as a guide to plan your workshop. You may wish to check off each item as you complete it.

Date of Workshop: _____ Time: _____ Telephone: _____

Number Expected: _____ Location: _____

GOAL OF WORKSHOP:

- To help parents understand and apply information on children's temperaments.

OVERALL WORKSHOP OBJECTIVES:

- Participants will identify the basic concepts involved in temperament.
- Participants will be able to identify a minimum of three temperament traits in their children.
- Participants will identify some of their own temperament traits.
- Participants will be able to explain how a child's world interacts with a child's temperament.
- Participants will develop two strategies for supporting different temperaments.

ROOM SETUP:

Draw a diagram of the way you would like to set up your room.

CHECKLIST OF NEEDED MATERIALS

Materials Needed:

- Multi-colored candies (two for each participant) and small paper cups
- Items for the table such as paper, Post-its®, pens, markers, quiet toys such as play dough, pipe-cleaners, stress balls
- Charts, markers, pencils, nametags, crayons
- Large pad or chart paper and easel (or poster board that can be posted on wall)
- Refreshments
- Paper ware





planning sheet

for facilitators



ONE TO TWO DAYS BEFORE WORKSHOP

- Make enough copies of handouts for each participant.
- Check audiovisual equipment to be sure it is available and working.
- Make a sign-in sheet.

ONE HOUR BEFORE THE WORKSHOP

- Set up room.
- Set up and turn on all audiovisual equipment.
- Check to be sure everyone can see.
- Set up sign-in table with a sign-in sheet, copy of handouts, etc.
- Place at each chair a name tag and Handout #1 Search-A-Word.
- Set out refreshments.
- Find the location of bathrooms, telephones and water fountains so that you can direct participants to them.

MARKETING/ADVERTISING PLAN:

- Where will I advertise?
- Identify specific places such as: schools, local businesses, radio/TV, social service agencies, churches, apartment buildings and housing communities.
- Use newspapers, meetings of interested organizations, local magazines, direct mailing and flyers to get the word out.

PERSONAL WORKSHOP EVALUATION

(Fill this out after the workshop to assist you in planning for next time!)

Number of Participants

How would I rate this workshop? _____

Poor	Okay	Great	Best I Ever Did
------	------	-------	-----------------

How did participants rate the workshop? _____

Poor	Okay	Great	The Best
------	------	-------	----------

How would I rate my preparation? _____

Poor	Okay	Great	Best I Ever Did
------	------	-------	-----------------

What can I do next time to improve the workshop, participation, or attendance?

What do I want to remember next time?





section one:

introduction



Section Objectives:

- To provide an overview of the workshop.
- To assist participants in getting to know and feel comfortable with each other.
- To identify participants' interests and needs in regard to the topic of temperament.

Note to Facilitators: *A script has been created for you to use as an example of what you might say. If you are less familiar with the content of this module, you may want to use the script a few times until you become more comfortable presenting the information. However, feel free to substitute your own ideas, stories and analogies.*

Also, when playing the video segments throughout the training, leave the room lights on as long as the video can be seen adequately. This will prevent participants from getting drowsy in a darkened room.

Welcome: (10 minutes)

Welcome to **Who Is My Child? Understanding Children's Temperaments**. We are going to be discussing children and their temperaments. Learning more about your child's temperament will help you help your child adapt to certain situations throughout his or her life. How well your child can adapt his or her temperament to fit the world around them can affect how much your child learns, how well he behaves and, ultimately, how happy a life he can have. So learning to understand and work with your child's temperament is very important.

Please take a few moments now to fill out the handout titled **Who Is My Child?** if you have not done so already. This information will help you begin thinking about temperament and will be valuable to us in helping to continue to improve this workshop to meet the needs of our participants.

Before we get started, please write two things you want to learn from this workshop on page 1 in your Guide to Temperament titled "My Expectations" that you have on the table.

You will learn many things about your child's temperament and your own. This will be a practical, interactive session. We will discuss things in small groups, watch video segments, complete activities, and play games. Each one of these will provide information that can help you understand your child and his or her behavior better.

Materials Needed:

- Handout #1: (optional) Search-A-Word
- Handout #2: Who Is My Child?
- Guide to Temperament page 1
- Slide #1: Welcome
- Slide #2: Agenda
- Chart #1: Agenda (see page 98)
- Name Tags
- Refreshments on a side table

Instructions for Facilitators:

- Model introductions by introducing yourself, share a little about why you are teaching this workshop, and something about your family.
- Give directions to water, restrooms, etc.
- At each table have paper, pens, markers, quiet toys such as stress balls, playdough, pipe cleaners, sticky notes, candy, and water.
- Be sure the video is rewound and ready at the beginning and that the TV/VCR are both working.



section one:

introduction

Activity #1

Materials Needed:

- Slides #3-4: Candy Questions
- A cup of Skittles®, Chiclets® or other multi-colored candies for each table

Instructions for Facilitators:

- Do not post the instructions for the activity until you have explained the process.
- Allow participants time to share information. If time is an issue, have participants take only one candy and adjust your instructions accordingly.
- During this time pick up Handout #2. (This is a pre-test.)
- After the candy activity, ask someone to share their answer to one of the questions. Then ask someone else to share their answer with another. Review and post them using a removable glue stick, or tape them up at the front of the room.
- Instead of Skittles®, you may use another candy, colored stickers or colored markers.

Please make yourself comfortable. Get up and stretch or move around during the session if you need to. I want all of you to be comfortable. Please take care of yourself.

During the workshop please express your opinions and questions, allow others to express theirs, and understand that since we only have a limited amount of time, I may have to stop you before you are finished and ask you if we can talk more about this at the break or later if we are running low on time. If you do not wish to be involved in sharing during an activity, you can say "I pass." But if you want to take home some tools and skills for working better with your children, it is important to share and discuss.

*At your table you will find a book titled **Who Is My Child? A Guide to Temperament**. The Guide will be yours to keep and use at home. It includes information on temperament and suggestions, ideas and activities you can do at home to enhance your child's development.*

There is also a Search-a-Word puzzle, Handout #1 about temperament. This is an optional activity.

*This workshop is part of the **Ready for Life** project produced by KERA - Dallas/Fort Worth. If you have not seen the original video, **Ready for Life**, we encourage you to view it. Visit www.readyforlife.org for ordering information. During this workshop we will watch a video on temperament that features real families seen in the original video.*

Activity #1: Candy Questions (10 minutes)

Purpose of Activity

- To develop a comfortable relationship with others in his or her group.
- To help participants begin to think about temperament as it relates to themselves personally.

We will be working in small groups for much of the workshop. Your group consists of those people at your table. You will be sharing information, values and ideas with each other. Since you will be working together, the next activity will help you to get to know one another.

You will see a small cup of candy at your table. Please take two without looking at the color.



section one:

introduction

Now let's review the instructions on the slide. You are going to share information with others at your table. Please share your name, your children's names and ages, and the following information depending on what color candy you have chosen.

If you have a red candy, share one way you think you are different now than you were when you were a child.

If you have a yellow candy, share something about yourself you would like to change.

If you have a green candy, share something about yourself that you think has helped you succeed.

If you have an orange candy, share something about one of your children that you enjoy.

If you have a purple candy, share a special memory that you have as a parent or as a provider.

If you picked the same color for both of your candies, then you may pick one other thing from any of these choices to share with your group.

If you are uncomfortable sharing any information, it is okay to share your name and say 'pass.'

Activity #2: My Expectations (5 minutes)

Purpose of Activity

- To share information on participants' expectations for the workshop.

Let's review the things you would like to learn from this workshop.

We will try to cover as many of these as we can during this session. At the end of this workshop, I will check to see if we were able to cover all the things you have listed. If we don't get to everything, or if you have more questions, I will be glad to suggest some additional resources on that topic after our session.

Summary

Now we are ready to move on to our discussion of temperament. As we go through this workshop, if you have more than one child, please choose one child on which to focus. Then you can go back later and consider each of your children's temperaments.



Activity #2

Materials Needed:

- Guide to Temperament page 1

Instructions for Facilitators:

- Read some of the "expectations" from page 1 in the Guide to Temperament.
- Tell participants which of the things that they wrote down you will be covering during the workshop.
- Some may ask for things to be discussed that are unrelated to this workshop.
- You may want to post a list of expectations on a piece of chart paper and cross them off as you cover them during the workshop.





section two:

what is temperament?

Section Objectives:

- Participants will learn about the concept of temperament.
- Participants will begin to differentiate the temperament traits of others.

Video Segment #1: What Is Temperament?



Purpose of Video Segment:

- To provide an expert's definition of temperament.

Note to Facilitators: Play Video Segment #1, then use the video to focus the discussion on the definition of temperament. Take several suggestions from the participants and clarify where needed.

As we have seen on the video, temperament is simply your child's usual way of acting – his usual self.

Did you think that temperament meant something different? Let's look at page 2 in your Guide to Temperament.

There are three types of pages in your Guide to Temperament:

- Some have general information about temperament.
- Some have information about specific traits that will help you learn to recognize specific traits in your own children.
- The largest group of cards has tips to help you work with your child's specific temperament traits.

We will spend the most time working with these two sections in our workshop.

The last section has information about books and Web sites that you might enjoy exploring.

This Guide is yours to take with you so you can use it at home with your children.

Activity #3: What Do I Need to Know About Temperament? (15 minutes)

Purpose of Activity:

- To provide a better understanding of temperament.

Turn to page 2 in your Guide to Temperament, entitled A Practical Guide to Temperament. Take a moment to fill in the blank answers for yourself. The answer choices are listed below and you may work with a partner.

Let's go through the answers as a group. What did you come up with?

Activity #3:

Materials Needed:

- Guide to Temperament (pages 2-4)
- Slides #5-9

Instructions for Facilitators:

- Ask participants to turn to page 2 in their Guide to Temperament. Have them work in groups to come up with the answers.
- Show Slide #6: What is Temperament? Cover up answers on overhead with a blank piece of paper. Uncover answers as you go through the statements.
- Repeat process for Slides #7-9





section two:

what is temperament?

Temperament:

- Is how a person usually acts.
- Is made up of several different traits.
- Is neither good nor bad.
- Has nothing to do with temper.

What does temperament mean to you now?

Now, let's look at the next page and do the same thing. The answer choices are listed below the statements.

- You can provide activities that work with your child's temperament and that he can enjoy.
- You can encourage her in activities for which her temperament is best suited.
- You can understand how you and your child are alike and different.
- You can guide and discipline your child in positive ways that match his temperament.
- You can better help him plan for his future.
- You can help teachers or caregivers understand her basic nature so that they can help her learn best.
- You can know what activities and environment will help him learn.

Activity #4: Famous Characters and Their Temperaments (10 minutes)

Purpose of Activity:

- To discuss our perceptions of different people and their temperaments.
- To identify words that describe different temperaments.
- To identify temperament traits and how they influence our perceptions.

Now we are going to look at a group of different characters and try to identify what their general characteristics might be from what we know of them. It takes all types of temperaments to create and make our world. Let's look at some real and not-so-real characters as we think about how we would describe their temperaments.

How would you describe each of these characters' temperaments?



Activity #4

Materials Needed:

- Slide #10: Famous Characters
- Character puppets, stuffed animals
- Chart paper

Instructions for Facilitators:

- Show Slide #10: Famous Characters.
- Write descriptions on chart paper next to the name of the character.
- Post the charts around the room after the activity.
- You can use puppets, stuffed animals or pictures of these characters to refresh their memories about who the characters are.
- If you are short on time, choose one or two of the most recognizable characters.



section two:

what is temperament?

Let's take Mister Rogers. What words do you think most closely describe his temperament?

Do you think these temperament traits make us like or dislike him?

Note to Facilitator: Repeat questions for each of the characters you have time to include. If you have puppets or stuffed animals you might want to ask participants to hold them while they are describing the character.

Which of these traits might be considered negative? Positive? Some of these traits we might consider negative, but sometimes they are part of why this person is successful or this character beloved.

Summary

Remember, temperament is not "good" or "bad," it just "is," and each person has his or her own special temperament. Our temperaments stay pretty much the same throughout our lives, but we CAN learn to manage them and adapt to different situations. In order to do this, we need to know more about the individual traits that make up temperament.





section three:

what traits make up a child's temperament?

Section Objectives:

- Participants will be able to identify specific traits of temperament for their children.
- Participants will identify the danger of using temperament traits to label children.
- Participants will identify their own temperament traits.

Activity #5: What Does Your Child Love to Do? (5 minutes)

Purpose of Activity:

- To help participants focus on what their child enjoys doing.

Ask participants to turn to page 5 in their Guide to Temperament.

Take a moment to think about something that your child really loves to do. Once you have something in mind, draw or describe your child doing that activity in the space provided. You may be as creative as you would like to be.

Were you able to think of something that your child enjoys? As we begin to look at temperament traits, we will see that the activities that children enjoy are usually reflective of their temperaments.

Video Segment #2: Temperament Traits (10 minutes)

Purpose of Video:

- To model the nine temperament traits using examples from real families.

Note to Facilitators: At the conclusion of the video, have participants fill out the questions on pages 7-15 in their Guide to Temperament. As participants fill out their Guide, monitor the tables and handle questions that need clarification. If a number of participants have the same questions, share them with the group.

You might want to consider breaking up the temperament traits video into two sections. Stop the video after the 4th trait, Strength of Expression. Ask participants to complete the questions for the first four traits. Then restart the video and complete the questions at the conclusion of the video.

Scientists have identified specific behaviors that are part of each person's temperament. These are called temperament traits. Whether a child is basically happy or serious, active or inactive, are traits that make them the unique individuals that they are.



Activity #5

Materials Needed:

- Guide to Temperament page 5

Instructions for Facilitators:

- Ask participants to turn to page 5 in their Guide to Temperament and describe an activity that their child enjoys doing.
- Introduce Video Segment #2
- For low-literacy audiences, read the traits to the group slowly, and allow them time to circle the words or tell a partner which ones refer to their child.





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what traits make up a child's temperament?

Activity #6

Materials Needed:

- **Guide to Temperament pages 7-15**
- **Slide #11: Temperament Traits**

Instructions for Facilitators:

- **Have participants answer the questions on each page to describe his or her child.**

Discussion:

Materials Needed:

- **Slide #12: Beware of Labeling**

Instructions for Facilitators:

- **Show Slide #12: Beware of Labeling.**
- **Tell the story about Thomas Edison or substitute one of your own.**
- **Discuss the dangers of labeling, and have parents reflect on their adult friends and family members who may have been labeled in some way.**

We are going to watch a video segment of different children that will show you how children with different traits respond to their families and the world around them. Then we'll see how you can apply that information to your own children.

Activity #6: Identifying Your Child's Temperament (5 minutes)

Purpose of Activity:

- To identify temperament traits in individual children.

Think about your child and look at the words that describe temperament traits. Circle those that you think best describe your child. If you have other words to describe him, then write those in the blanks provided. I'll give you a few minutes to complete your questions.

Now let's talk about temperament traits. Which children on the video reminded you of your child? Is your child active like A.J. or more deliberate like Rachel? What were some of the other traits you recognized? What words that you circled seemed to jump out at you immediately as a good description of your child?

Summary

Remember, each of us fits somewhere within each of the temperament traits. You might be very much one way, just a little bit another way, or sometimes, a little of both. The important thing to keep in mind when thinking about your child's temperament is to notice the way your child is most of the time.

Discussion: Beware of Labeling (5 minutes)

Purpose of Activity:

- To recognize that labeling children and treating children as limited because of these labels may interfere with the development of their talents and abilities.

While we want to know about our children's temperament, we also need to be careful about using this information to label a child. Labeling our children as good, bad or difficult can become a self-fulfilling prophecy. Even labeling a child as "quiet" or "hyperactive" may influence his perceptions of himself and what he can accomplish.

Let me give you an example.

His teacher in school labeled this child as difficult and inattentive. Today he probably would be identified as having attention deficit disorder. His teacher



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asked that he be removed from school. But his wise mother recognized that his unique temperament traits were a strength, so she provided him a different learning environment and encouragement so that he could flourish. His inattention was channeled into multi-tasking. His name was Thomas Edison, and he invented the light bulb and many things that we commonly use today.

Do you know any potential Thomas Edisons? Have you ever been labeled or seen a friend labeled by someone else? How did it feel? Was the label really a true reflection of that person's temperament?

Summary

Sometimes if your child has this or that temperament trait, people might be inclined to unfairly label him, as if having that trait was bad or wrong. Every kind of temperament trait can be used in good ways if we learn to make good choices.

Remember, a child who is told he is "dumb," "mean" or "bad" comes to believe this and often grows up acting as if he is "dumb," "mean" or "bad."

Activity #7: Identifying Participant's Temperaments (10 minutes)

Purpose of Activity:

- To help participants identify their own temperament traits.
- To help participants begin to understand the differences between their own temperament and their child's temperament.

Note to Facilitators: Be sure to reveal questions one at a time, and pause between questions to give participants time to share answers before moving on to the next question.

In our first activity today, you were asked to think about your own temperament and some of the things that have made you successful or that you would like to change. Now that you have a better idea of the traits that make up your child's temperament, it is important to look at ways in which you and your child may be similar and ways in which you may be very different. This will help you identify ways to structure your child's world that will help him grow and develop best.

Look at the circled words on each page that would best describe your child. Now take a pen, pencil or crayon that is a different color than the one you already used. Think about your own temperament traits, and circle the words that describe your temperament best.



Activity #7

Materials Needed:

- **Guide to Temperament page 7-15 Temperament Traits**
- **Crayons, pens or pencils**
- **Slides #13-14 Person to Person**

Instructions to Facilitators:

- **Instruct participants to turn to pages 7-15 in the Guide to Temperament that they used in the previous activity to help them identify their child's temperament.**
- **Have them use a different colored pen, pencil or crayon than the one used for their child.**
- **Show Slides #13-14: Person to Person.**





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Use your Guide to Temperament to review the descriptive information for each trait to help you decide how you would describe your temperament.

You will have an opportunity to share that information with a partner at your table. I will read the questions one at a time. Please turn to the person next to you, and take turns sharing your answers. I will let you know when it is time to go on to the next question.

The first task is to describe your own temperament in one sentence and your child's temperament in one sentence. Now look at your Guide to Temperament. See which words you circled to describe your temperament and your child's.

- *Are many of them the same or different?*
- *How can the differences in your temperaments affect your relationship with your child? You can help each other with ideas on how to answer this question.*
- *And finally, how can your different temperaments support you and your child and create a good relationship? Again, you can help each other with ideas on how to answer this question.*

Summary

Now that you have a better understanding of your child's temperament and your own, you can understand how you and your child are alike and different. This will help you guide and discipline your child in positive ways that match his or her temperament, and you will know what kinds of activities and environments will help him learn.





section four:

do your child's temperament and his world fit together?

Section Objectives:

- Participants will learn to recognize the importance of having a good fit between a child's temperament and his environment.
- Participants will identify ways to help their child's temperament and environment fit together.
- Participants will identify specific ideas to assist children in managing their temperament.
- Participants will identify problems and solutions in the fit between their own temperament and their child's temperament.

Video Segment #3: Do Your Child's Temperament and His World Fit Together? (8 minutes: video and discussion)



Purpose of Video Segment:

- To demonstrate what it means to have a good fit between a child's world and his temperament.

Now that you have identified your child's temperament traits, you can use that information to help your child adapt to certain situations. You can encourage her in activities for which her temperament is best suited. You can provide activities that work with your child's temperament that he can enjoy. You can help guide decisions about his room, his school environment, and the friends he chooses. Let's see how some of our families are working to help their child's environment and temperament fit.

Note to Facilitators: Allow participants about 5 minutes to discuss these questions in their small groups before asking for volunteers to share.

How did the parents in our video work to create a good fit between their child's temperament and the environment?

What are some of the ways that Teresa Avalos helps AJ channel his energy?

What kinds of activities does Stephanie Killian encourage Abby to do?

How does Natalie Brown help Elissa be more outgoing?

Activity #8: My Child's World (10 minutes)

Purpose of Activity:

- To help participants create a picture of their child's current environment.

Now think about your own child. Your goal is to help your child's world fit better with her temperament. To do that, you need to create a clear picture of what your child's world is like right now.

Video Segment #3:

Instructions for Facilitators:

- Show Video Segment #3.
- After playing the video, lead a discussion about what participants saw in the video.

Activity #8

Materials Needed:

- Page 17 in Guide to Temperament: My Child's World
- Pens, markers and crayons at each table

Instructions for Facilitators:

- Tell participants that they will have an opportunity to create a picture of what their child's world currently looks like.
- Ask participants to turn to page 17 in the Guide to Temperament, My Child's World.
- Review the choices on the page and ask participants to choose one area to focus on.
- Tell participants that you will ask them to share their ideas once they have completed their "pictures."





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Activity #9

Materials Needed:

- Chart paper with one page labeled for each trait.
- Guide to Temperament
- Markers or pens
- Slide #15: Finding the Right Fit

Instructions for Facilitators:

- Have a piece of chart paper and some markers or pens at each table.
- Break participants into 9 groups. Assign each group one of the 9 traits.
- Label 9 chart pages with one of the following traits:
 - Activity Level
 - Sensitivity to Senses
 - Awareness of Feelings
 - Strength of Expression
 - Persistence
 - Distractibility
 - Ability to Change
 - Need for Physical Routine
 - Usual Mood

Picture your child's world. Close your eyes if you need to in order to focus on seeing the environments that your child is in on a regular basis.

Now, use page 17 – My Child's World. You will see that it is divided into four areas of influence – friends, family and home; activities and television; learning, childcare and school; and guidance and discipline. These areas correspond to the tips in your Guide to Temperament.

I want you to select one of these areas to focus on. The questions on the worksheet will help guide your thinking. The Guide to Temperament may also give you ideas. Select one of the sections and draw a picture of what your child's world looks like right now in that area. You may also use words or phrases to describe the environment.

Summary

Now that you have a better idea of what your child's world looks like right now, you are ready to think about ways you can help your child achieve a better fit between his temperament and his world. Remember, children need to learn to not only adapt their world to their temperament, but their temperament to their world. Family, friends, childcare, school activities – all these things can influence your child's temperament.

Activity #9: Finding the Right Fit (20 Minutes)

Purpose of Activity:

- To develop strategies for how to deal with specific temperament traits in your child.
- To help participants recognize when their own temperament traits make it harder or easier for them to help their child find a good fit between his temperament and his world.

Now that you have thought about what your child's world looks like, we can work on how to help your child's temperament and his world fit together. He will need to learn to adapt to his environment, and you have a critical role to play in assisting him with that. Think about how your own temperament has changed since childhood and how you have had to change or adapt it depending on your environment.





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How can you work with your child? First try to understand how temperament traits can be modified and adapted. We are going to do a cooperative activity where you will help each other learn more about the individual temperament traits and what can be done to help your child if he or she has that trait.

We will be working in small groups. Charts have been placed around the room. Each chart has one of the nine temperament traits listed. We're going to divide you up by traits.

Ask one person in your group to volunteer to read the information about your trait from the Guide to Temperament. Next, brainstorm as a group three things you could do to help your child manage this trait.

Note to Facilitators: Use Slide #24: Finding the Right Fit to model what you want participants to do in this activity. Ask participants to get out their Guide to Temperament and make suggestions.

Let's look at an example. We'll use the temperament trait "Activity Level." The pages for Activity Level are 20 and 21. Let's look at the page for Very Active. On this page you will find a number of suggestions for things you could do to help a very active child learn to manage that trait. On your chart paper you will write down three that you think are good suggestions. Or use the tips in the Guide to help you brainstorm your own ideas. Then you would do the same thing for the less active child.

When you are working at your tables, ask one person in your group to write your ideas down on the charts. We will put these up around the room so everyone can see them, and I will ask someone from your group to share one of the tips you have chosen.

Think back to things that you, your parents or your teachers and friends did that changed or helped you adapt and control traits of your temperament. Can anyone share an example?

Note to facilitator: Be prepared to share your own example.

Summary

Temperament affects your child's way of learning, the kinds of activities he enjoys, and how they develop friendships. Temperament doesn't predict exactly how your child will turn out, but rather ways your child will most likely react, feel, behave and learn.

Talk to your child and help him structure his world in ways that he can best grow and develop. Now that you have identified areas where his temperament may prevent him from getting along with people, doing well in school or being happy, you can help him develop ways to adapt.



section four:

do your child's temperament and his world fit together?

Discussion

Materials Needed:

- Slide #16: Television

Discussion: Television (5 minutes)

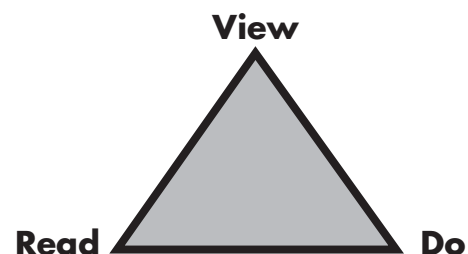
Purpose of Activity:

Throughout the tip sheets in the Guide to Temperament, you will notice references to television viewing habits for children. TV is a tool – and what children get from it will depend on how well it's designed and how well children are guided to use it. Watching television should not make your job harder as a parent or caregiver!

Know what your children are watching. What do they learn from these shows? Talk with them about the shows they watch. Not knowing what your children are watching is like inviting a stranger into your home (who may or may not share your same values).

Balance how much time your children spend watching television. Limit viewing to 10 hours a week or less, making sure that children have plenty of other fun activities to choose from.

View-Read-Do Model



- **View** a children's show with your child that introduces and explores a topic.
- **Read** a related book that reinforces literacy skills.
- **Do** something fun and active that extends the learning and helps children practice self-expression and listening skills.

Video Resources on Temperament:

Anne of Green Gables #10: Bully By the Horns

Arthur #111: D.W.'s Baby

Caillou #119: I Can Do It

Dragon Tales #211: I Believe in Me

*The View-Read-Do Model is an educationally sound strategy for families to use television that is recommended by the PBS Ready To Learn Department.





section five:

what would you do?

Section Objective:

- Participants will brainstorm ways to handle specific temperament issues.

Video Segment #4: What Would You Do?

(5 minutes video, 20 minutes group work)

Purpose of Video Segment:

- To show specific situations where temperament affects children's ability to cope with their environment.
- To help participants identify appropriate strategies for coping with specific situations where a child's temperament is affected by the environment.

The next set of video segments shows different children with different temperament traits in different and sometimes challenging situations. It is not always easy to handle certain situations. As you watch the video, think about your own child and what you would do. Following each video segment, we will talk about the child we have just seen, and we will brainstorm some ways that we might help each of these children achieve a better fit between their temperament and the situations in which they find themselves.

Note to Facilitators: Background information is provided for you on each of the video segments. This will help you be better prepared to lead the discussion and answer questions. Begin with video vignette #1.

Video Vignette #1: Nick

Facilitator's Background – Activity Level

Active, energetic children need many opportunities to release their energy. They need opportunities at home or at child care to run and play outdoors and use large muscles. When a child becomes frustrated or is fidgety, encourage him to do something physical – dust furniture, run around the yard, etc.

Teachers can do the same by allowing the child to do something active when he becomes fidgety. Talking to the child's teacher and brainstorming ways to allow him to express his energy in positive ways can be helpful. Energetic children also need opportunities to play quietly. By occasionally providing fun games and activities at home that are quieter, the child will learn to play in quieter ways.

When you stop the video, ask these questions:

- What did you notice about Nick's temperament?
- How did his parents describe Nick?
- What kinds of things do Nick's parents do to help him manage his temperament?

Section Five

Materials Needed:

- Video Segment #4: What Would You Do? (4 min 50 sec)

- Guide to Temperament

Instructions for Facilitators:

- Introduce Video Segment #4: What Would You Do?
- Stop the tape as indicated between each vignette in this video segment.
- Ask questions to help start discussion at the end of each scenario.
- Use the Guide to Temperament to reinforce participants' knowledge.
- After each discussion, review the suggested tips and reinforce participants' brainstorms. Then restart the video.

Vignette #1: Suggested Tips

- Provide lots of physical activities.
- Talk to his teacher.
- Give him time to run and play.
- Encourage some fun, quiet activities at home.
- Offer active outlets for excess energy!



section five:

what would you do?

Note to Facilitators: If participants are having trouble describing Nick's temperament, suggest that they review page 7 – Activity Level in their Guide to Temperament.

Allow participants to brainstorm solutions. Suggest that they use pages 20 and 21.

Play Video Vignette #2.



Vignette #2: Suggested Tips

- Visit the program several times.
- Talk about the change.
- Introduce him slowly.
- Stay the first day.
- When you leave, stay positive!

Vignette #3: Suggested Tips

- Encourage some play with older children.
- Talk about it!
- Provide leadership opportunities.
- Listen to her.
- Be a good example and role model.



Video Vignette #2: CyJ

Facilitator's Background – Ability to Accept Change

For a child who has difficulty accepting change, it is important to allow him to get used to a new situation slowly. If parents can initially go with the child for a visit to the program and gradually leave the child over the course of several days for longer and longer periods, it gives a child a chance to get used to his new situation. If a parent can do this for 2 to 4 days, it often makes the transition easier.

Discussing changes before they take place allows children to be prepared. Tell them about what they will see, what teachers and other children will do, and give the child ideas about things he can do. It is sometimes difficult for parents to let go of children in new situations. Sometimes the parent's worried tone of voice will set the tone for fear and concern in the child. Parents should stay upbeat and matter-of-fact throughout the experience of leaving the child.

When you stop the video, ask these questions:

- What did you notice about CyJ's temperament?
- What words would you use to describe CyJ?
- How did CyJ's mother handle his reaction to his new situation?

Note to Facilitators: If participants are having trouble describing CyJ's temperament, suggest that they review page 13 – Ability to Accept Change.

Allow participants to brainstorm solutions. Suggest that they use pages 32 and 33 for ideas.

Play Video Vignette #3.



Video Vignette #3: Elissa

Facilitator's Background – Strength of Expression

Encouraging occasional play with older children allows the assertive child to take the role of the follower. This can help her learn when to control her assertive behavior.



section five:

what would you do?



Talking to children about how their behavior affects others and strategizing together on ways the child can be less “bossy” to others can also help the child develop problem-solving skills. Be sure that you listen to her needs and that family members are modeling appropriate behavior. Sometimes the child’s assertive behavior is a reflection of the behavior he or she has seen modeled in the environment.

When you stop the video, ask these questions:

- How would you describe Elissa’s temperament?
- What do you notice about Elissa’s interaction with other children?
- How could her parents assist Elissa in developing positive relationships at school, at home and with friends?

Note to Facilitators: If participants are having trouble describing Elissa’s temperament, suggest that they review page 10 – Strength of Expression.

Allow participants to brainstorm solutions. Suggest that they use pages 26 and 27 for ideas.



Play Video Vignette #4.

Video Vignette #4: Emily

Facilitator’s Background – Sensitivity to Senses

Often, softer colors, light and sound in the room can provide a safe and calm haven for a child who is highly sensitive to light, sounds, smells and touching. Notice when the child becomes upset. Is there something in the environment that could be bothering her? Make sure that adults who teach and care for the child understand his high level of sensitivity and provide ways to help him cope with too much stimulation.

As the child becomes older, helping him be aware of how he reacts to excess stimulation can allow him to develop coping skills. You can brainstorm together ways he can help himself deal with too much stimulation.

When you stop the video, ask these questions:

- How would you describe Emily’s temperament?
- Did you observe Emily reacting in different ways to different situations? How were these different?
- What were some of the things Dr. Sendlebach suggested?
- What could a parent do to assist a child like Emily in daycare or school, and at home?

Vignette #4: Suggested Tips

- Use muted, softer colors in her bedroom.
- Check your noise level!
- Make teachers aware of her needs.
- Help him become aware of things that bother him.





section five:

what would you do?

Note to facilitators: If participants are having trouble describing Emily's temperament, suggest that they review page 8 – Sensitivity to Senses.

Allow participants to brainstorm solutions. Suggest that they use pages 22 and 23 for ideas.

Play Video Vignette #5.



Vignette #5: Suggested Tips

- Provide special, alone time for each child.
- Meet children's individual needs.
- Explain sibling's temperament to his brother or sister.
- Reward positive behavior.

Video Vignette #5: Rachel and Alex; Xavier, Kayland and Cassandra

Facilitator's Background – When Siblings Have Different Temperaments

Sibling rivalry is normal. When siblings are very different in their temperament and needs, this rivalry can be more pronounced. Parents should try to provide alone time each day for each child. Something as simple as a bed-time story or song for each child, or more involved activities such as a weekly outing alone with Mom or Dad, gives each child the opportunity to feel special.

Children also need help in understanding their sibling. Explain to each child how his temperament differs from his sibling's, so that each child can begin to see how they are different and why parents may treat them in different ways. For instance, by explaining to one child that another likes to plan ahead and needs time to prepare for new activities, that child may learn to understand why his brother doesn't want to change suddenly from playing a board game to going outside, and that he needs a little warning ahead of time.

When parents observe siblings playing well together, they can comment on the behavior and how pleased they are. It is good to ignore (as much as possible) arguments between siblings. Sometimes their goal is to pull the parent into the situation.

When you stop the video, ask these questions:

- How are Rachel and Alex different?
- How do their parents try to work with each child's temperament?
- How would you describe Kayland? Cassandra?
- How can Natasha help the twins and their brother understand and work with each other's temperaments?





section five:

what would you do?



Note to Facilitators: If participants are having trouble describing the different temperaments of these brothers and sisters, ask for suggestions about which temperament traits they see, and have the group use the appropriate information cards to find words to describe what they are seeing.

Allow participants to brainstorm solutions for each of the brother/sister pairings. If time is short, divide participants into groups and assign either Rachel/Alex or Kayland/Kassandra/Xavier. Suggest that they use the corresponding tips cards for ideas.

Summary

Remember whatever temperament traits your child has. You can help your child learn to manage those traits as she grows and develops. Your goal is not only to help your child's world fit her temperament better, but also to help your child get along best in the world where he lives!

The video you have seen, as well as the Guide to Temperament we have been using during this workshop, can help remind you of the simple things you can do to help your child get along well with others and adapt to his world. By looking around your house and the other places where your child spends a lot of time, you will start to notice small changes that can help his world and his temperament fit.





section six:

review and wrap-up

Activity #10

Materials Needed:

- Slide #17: CHILD
- Guide to Temperament Page 40

Instructions for Facilitators:

- Review the topics that have been covered in this session.
- Show Slide #17: CHILD
- Play Video Segment #5.
- Review Guide to Temperament.

Section Objectives:

- Participants will review the concepts covered in the workshop.
- Participants will be given a homework assignment to complete.
- Participants will evaluate the workshop.

Activity #10: Review and Summary (15 minutes)

Purpose of Activity:

- To provide a summary of the information on temperament.

In our session today, we have discussed what temperament is and the traits that make up a child's temperament. You have had an opportunity to learn about some specific strategies you can use to help your child's temperament and his world fit together. Additionally, we've learned that children need to learn how to adapt their temperaments to their world, and that you as caregivers have an important role to play.

To summarize what I hope you will take away with you today, let's look at the steps we have followed. I will read the information on this overhead and want you to think about it as I do.

The first thing to do is to:

C-onsider the temperament of your child and be able to describe it.

Think about:

How his temperament affects what he does and the way that he acts.

Be sure to:

I-dentify your own temperament and think about how you usually discipline and guide your child. Are you more in tune with your temperament than with hers?

Then, using the knowledge you have gained here today:

L-ook at how you and your child are alike and different when it comes to your temperaments.

Finally:

D-evelop ways to help your child fit his temperament to his world. Now we're going to view a brief closing video segment. After you watch the video, we will see if you have any remaining questions that need to be answered.





section six:

review and wrap-up



Video Segment #5: Things to Think About

Purpose of Video:

- To provide a review of key concepts presented in the workshop video.

To review some of the key things we have learned today, we will watch a short video segment. If you have questions that haven't been answered, we will try to answer as many as there is time for. If you feel that you need more information on some of the topics that we have covered, check out the resources in your Guide to Temperament. Or see me after the workshop if you would like additional resource information.

Activity #11: Things to Remember

Purpose of Activity:

- To provide participants an opportunity to share one thing they have learned.

Now I am going to ask you to take out your Guide to Temperament. Take a moment to find one of the tips on pages 19-38 that you think has been the most helpful to you during this workshop. Identify one tip that you would like to try at home with your child. Remember, you are looking for just one thing that you think would be good to try with your child.

I want you to share that with a partner at your table.

Turn to page 40 in your Guide to Temperament. This is an action plan for how you can identify ways to help your child's temperament and his world fit together. It will help you pull together all the information you learned today. Those of you who have more than one child were asked to pick just one of your children to think about today as we explored the issue of temperament, so I encourage you to do an action plan for each of your children. You may make as many copies as you want.

This is your homework assignment. Fill out an action plan for each of your children and write on your calendars to take out these materials once a week for the next three weeks. Remember, your Guide to Temperament is yours to keep so you can use it to help you develop your plan and remind you of the many tips for handling special situations that we talked about during the workshop. There is also some resource information on the cards for books or Web sites that will give you more information on temperament if you are interested.

Video segment #5:

Instructions for Facilitators:

- Show Video Segment #5.
- Ask participants if they have any unanswered questions.
- Review the expectations from Activity #2 to see if there are any unanswered questions or expectations.

Activity #11

Materials Needed:

- Guide to Temperament page 40

Instructions for Facilitators:

- Have participants choose one of the tip pages that they feel could be the most helpful to them.
- Give them a minute to locate the page and then ask them to share one tip that they will try this week with a partner at their table.
- Ask for one or two volunteers to share.
- If it is a small group and there is time, have participants share one tip they will try at home.



section six:

review and wrap-up

Activity #12

Materials Needed:

- Handout #3: Evaluation

Instructions for Facilitators:

- Distribute Handout #3: Evaluation.
- If you have door prizes, this is a good time to hand them out.
- Thank participants for their attendance and attentiveness.
- Close with the thought provided or substitute your own closing thoughts.
- Collect evaluations.

Activity #12: Evaluate Us!

Purpose of Activity

- To evaluate the usefulness and effectiveness of the workshop.

I have passed out an evaluation form that I would like you to complete. It is very important to us to know how useful the information we have presented in this workshop is for you. It will help us make future workshops even stronger and more useful for parents and caregivers. Please make sure that I get your evaluation before you leave.

Thank you for your participation and for all your hard work here today. I would like to leave you with one closing thought.

Note to Facilitators: Read the following as a closing message or substitute your own quotation.

*"Surprise me. Amaze me. Startle me. Challenge me. Try me. Laugh with me. Love me. Teach me ... and I promise I'll surprise, amaze, startle, challenge, try, enjoy and love YOU!"**

Children are wonderful and parenting is an exciting, exhilarating, frustrating, satisfying and challenging task. But there is nothing more worthwhile!

*From Mimi Brodsky Chenfeld, *Teaching in the Key of Life* (1993), NAEYC: Washington, D.C.





handout masters

understanding children's temperaments



search-a-word



handout #1

Each word listed below can be found up and down, diagonally or side to side in the puzzle. Circle each word in the puzzle as you locate it.

Q A W E R T Y U I O P P A S D F G H J K L Z X C V B
N T M S P L N O I J U H H V G T F C R D X E S Z A W
U T J O E K P L K M M J N Y H B F G V D C S X A Z Q
I E Y A Y R G T F E X P R E S S I V E R D E S W A W
O N L A C H I E V E M E N T K I I M J U N H Y B G T
R T F D F T V O E D C R W E D S C X W S Z D Q A Z X
N I H A Y G I T U V D S F M T I V A F Y C I E X S W
B O V P N I H V K S I I K P R S S X L Q Z S T H K L
G N H T Y T Y P E G F S S E N S I T I V E P T Y B K
T D U A H V S F N H F T X R R P T D R H X O Z P X K
F R J B N V M V V C I E C A F L G D P A Q S X Z B X
V D J I D G M D I H C N V M W R H T L P C I C Y N V
R R M L H S E O R I U T B E Q K U R K P Z T V X M C
F X P I N D T R O L L D N N M J Y S N Y P I I W L P
E D L T V C G V N D T S M T N H J V T X A O B B K J
D T W Y B V H V M L T X L T B G N Q B R W N N W L H
L F R I K H E R E D I T Y Y V F P S G X A Y M R Q E
C I Y G P N L V N P G C K P V D K W F W R T L T W F
F J E Y L J P G T S N B J S M S M D D T E M I G R D
V U L S Q R T U P S D N H D V Z L F R F M K K O J Y
B J S S L G H N J K L M G F C X B R C B I N T O N T

achievement
active
adaptability
anger
attention
aware
child

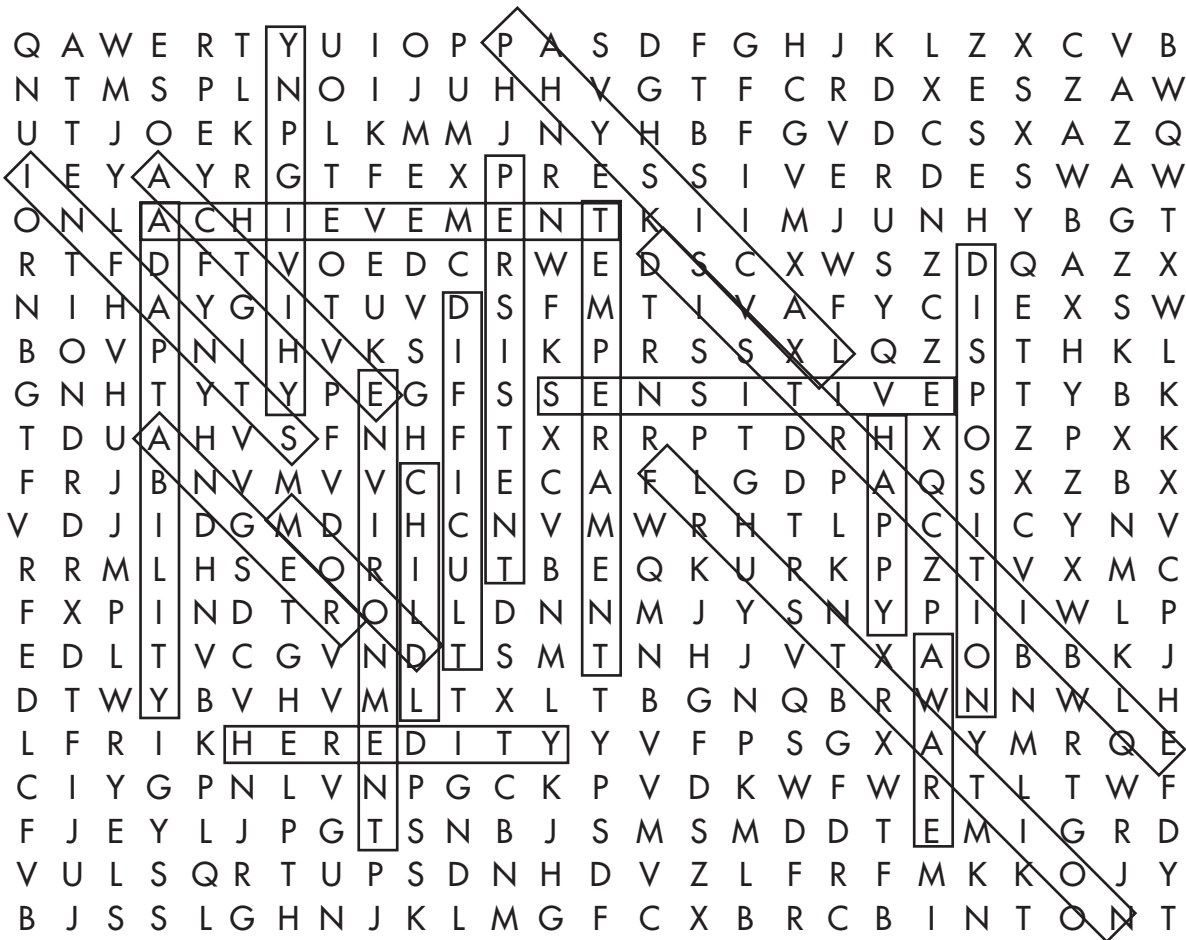
difficult
disposition
distractible
environment
expressive
frustration
happy

heredity
infants
mood
persistent
physical
sensitive
temperament

search-a-word key



handout #1



achievement
active
adaptability
anger
attention
aware
child

difficult
disposition
distractible
environment
expressive
frustration
happy

heredity
infants
mood
persistent
physical
sensitive
temperament



who is my child?

handout #2

Please read the following statements and circle the appropriate answer:

- I believe that children are born with temperament traits. Yes No
- Temperament is different from temper. Yes No
- Temperament traits are not good or bad. Yes No
- My knowledge about temperament traits is: Poor Good Excellent

Circle the one that applies:

- My child and I have different temperament traits. Yes No
- My child and I have similar temperament traits. Yes No

What do you hope to learn from this workshop?

May we use these comments to help promote this program? Yes No

Name: _____ Date: _____

Contact information: _____

Phone Number: _____ e-mail: _____

evaluation



handout #3

Please read the following statements and circle the appropriate answer:

Please rate the quality of the workshop:

- Presenter
- The materials/hand-outs used were



Poor

Average



Excellent

Poor

Average

Excellent

In today's workshop:

- The information I learned was

Poor

Average

Excellent

Based on what you know now:

- My knowledge about temperament traits is:
- I believe that children are born with temperament traits.
- Temperament traits are not good or bad.
- Temperament is different from temper.
- This workshop met my expectations.

Poor

Average

Excellent

Yes

No

Yes

No

Yes

No

Yes

No

A new idea or activity that I will use with my child is:

My favorite part of the workshop was:

~Thank you for your participation~



research

understanding children's temperaments





research

about temperament



Research About Temperament

A newborn baby was just laid at her mother's side. Who is this child? What is she like and when did she begin to become an individual? Researchers have been asking these and other questions related to temperament for many years. What does their research reveal? What should you know about temperament to prepare you to teach this workshop? The following review explores research done in the area of child temperament.

This literature review does not include a review of adult personality research that explores temperament. In order to maintain a focus on child temperament and look at adult temperament only as it relates to child temperament, the worksheets we use in this workshop use scales and dimensions developed through research done with children, even when we are asking adults to rate their own temperaments.

How Temperament Is Defined and Identified

Temperament is defined in many ways. Buss and Plomin, (Goldsmith, H. H., Buss, K. A., & Lemery, K.S. 1997, p. 508) defined it as "a set of inherited personality traits that appear early in life."

Thomas and (Goldsmith, H. H., Buss, K. A., & Lemery, K. S. 1997, p. 508) define it as "the stylistic components of behavior – that is, the how of behavior as differentiated from motivation, the why of behavior and abilities, the what of behavior."

Rothbart (Goldsmith et. al. 1997, p. 510) defined temperament as "relatively stable, primarily biologically based individual differences in reactivity and self-regulation." McCall (Goldsmith et. al. 1997, p. 524) synthesized the definitions into one: "temperament consists of relatively consistent, basic dispositions inherent in the personality that underlie and modulate the expression of activity, reactivity, emotionality and sociability."

For this workshop, we have defined temperament as **"your child's basic self."**





research

about temperament

There are many ways of identifying the different traits or dimensions of temperament. Temperament can be seen in a global way with general traits such as mood and activity, or as very specific dimensions such as anger proneness or fearfulness. Some of the major theorists in temperament research have identified the following global dimensions of temperament: Emotionality, activity and sociability

—Arnold Buss and Robert Plomin

Negative reactivity, positive reactivity, behavioral inhibition to novel or intense stimuli, and capacity through effort to focus and shift attention.

—Mary Rothbart

Rhythmicity of biological functions, activity level, approach to or withdrawal from new stimuli, adaptability, sensory threshold, predominant quality of mood, intensity of mood expression, distractibility, and persistence/attention span.

—Alexander Thomas and Stella Chess

Activity, reactivity, emotionality, and sociability

—Robert McCall (in an attempt to synthesize all of the above)

These theorists agree in three major areas (Goldsmith, et.al., 1987):

- **There is a difference between temperamental inclinations and acts.**
The research shows that even though a child may have a basic temperament trait, it does not necessarily mean that all of his actions will be in line with it. For instance, a child may be routine-oriented, but due to a family change, such as moving, he may become very erratic in his routines.
- **Temperament traits do not change over the lifespan.**
However, the way individuals express temperament traits can change. Thus, a child that tended to shy away from new experiences may, through will and skills he has developed, insist upon trying new things as an adult. However, the basic feelings of desire to shy away will still underlie his actions. Thomas and Chess (1977) found that the expression of certain temperament traits in later life will occur only at times when new experiences make the coping skills the individual has developed ineffective.





research

about temperament



- **There is a biological basis for temperament.**

This biological basis forms the underlying reason for conducting temperament research during infancy when environmental influences have the least impact. Several studies with twins support the assertion that temperament has a genetic component. While there may be experiences in utero that also contribute to temperament development, research in this area is still needed.

“Who Is My Child?” adapted the Thomas and Chess model to identify temperament traits. This model was used as a prototype because of the emphasis of these researchers on the interaction of parent behavior and the environment with temperament.

Thomas and Chess also summarized the categories into the “easy child,” the “slow-to-warm up child,” and the “difficult” child. Workshop facilitators are cautioned against the use of these terms. For parents, they tend to place a “good or bad” value on temperament traits. Temperament traits that may seem difficult can actually be positive in the right environment. A child that is extremely active and emotional could be considered difficult and hyperactive by some parents. Others would see in this same child an excitement for life and a flair for the dramatic.





research overview

findings of temperament research studies

<ul style="list-style-type: none"> • Computer-directed instruction assisted less persistent, more active and more distractible children in staying on task than teacher-directed instruction. 	Orth and Martin, 1994
<ul style="list-style-type: none"> • Counselors and teachers found that getting parental reports of temperament assisted them in their work with children. 	Newman, Noel, Chen, and Matsopoulos, 1998
<ul style="list-style-type: none"> • Higher reading achievement in first grade was related to less emotionality and less active temperaments in children. Children with higher persistence showed higher rates of reading growth from K-3. 	Newman, Noel et al., 1998
<ul style="list-style-type: none"> • Quality childcare environments benefited children that were introverted and shy. • The effects of a very stressed mother on child temperament were lessened when the child was in a quality childcare environment. 	Bohlin & Hagekull, 1998; Scarr and Eisenber, 1993; Hwang and Broberg, 1992
<ul style="list-style-type: none"> • Mothers who were sensitive to their child’s needs had children who were more agreeable. 	Belsky, Fish & Isabella, 1991
<ul style="list-style-type: none"> • The study showed correlations between child temperament and behavior, parental style and environment. 	Blackson, Tarter, and Mezzich, 1996; Rutter, Dunn, Plomin, Simonoff, Pickles, Maughan, Ormel, Meyer, & Eaves, 1997
<ul style="list-style-type: none"> • A mother’s perception of controlling her life versus being controlled by outside factors affected how adaptable, open and approachable the child was. 	Bohlin & Hagekull, 1998
<ul style="list-style-type: none"> • More injuries occur with younger children that are extroverted and show less inhibitions. These children tend to overestimate their physical ability. 	Schwebel and Plumert, 1999; Gustavo, Scott, and Melby, 1998
<ul style="list-style-type: none"> • Children who had difficulty controlling their emotions and had parents who showed permissive and authoritarian parenting styles were more aggressive. 	Rubin, Hastings, Chen, Stewart, McNichol, 1998
<ul style="list-style-type: none"> • When parents encouraged pro-social behavior in children, they exhibited more sympathy and pro-social skills. 	Bryant, 1987; Baumrind, 1991



research overview

findings of temperament research studies

<ul style="list-style-type: none"> When parents were more aggressive and angry, they reported their children as more aggressive and angry. 	Carlo, Roesch, & Melby
<ul style="list-style-type: none"> Parents are very interested in receiving information and materials on temperament, and rate them as useful. 	Ostergen 1997; Cameron and Rice, 1986
<ul style="list-style-type: none"> Three-year-olds are more task-motivated and report themselves as more positive when their mother provides positive support. 	Belsky, Crnic, & Domitrovich, 1997
<ul style="list-style-type: none"> Preschoolers with higher activity levels and more startle reactions maintained those traits through time. 	Aksan, Goldsmith, Smider, Essex, Hyde, Kleiin, & Vandell, 1999
<ul style="list-style-type: none"> Children who are nonresistant to parental authority have more behavior problems when there are high restrictions and fewer behavior problems with lower restrictions. 	Bates, Dodge, Pettit, & Ridge, 1998
<ul style="list-style-type: none"> Highly reactive and arousable preschool boys show more hostility and greediness. 	Fabes, Shpohard, Guthrie, & Martin, 1997
<ul style="list-style-type: none"> 715 twins and single toddlers and preschoolers indicated moderate to substantial influence of genetics on temperament. 	Goldsmith, Buss, & Lemery, 1997
<ul style="list-style-type: none"> Children with "easy" temperaments show more pro-social behavior than slow-to-warm-up or difficult children. 	Farver & Branstetter, 1994
<ul style="list-style-type: none"> High sociability at 14 months predicted greater empathy in older toddlers and low sociability predicted less empathy. 	Lahey, 1993
<ul style="list-style-type: none"> Twin infants showed moderate genetic effects on attention, activity and emotional regulation. 	Goldsmith, Lemery, Buss, & Campos, 1999
<ul style="list-style-type: none"> Temperament appeared to become more stable as infants moved to toddlerhood. 	Lemery, Goldsmith, Klinnert, & Mrazek, 1999
<ul style="list-style-type: none"> Fearful toddlers whose mothers used gentle discipline showed a greater amount of conscience development. 	Kochanska, 1993





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adapting who is my child?





adapting who is my child?

for specific audiences

This workshop may be taught for specific populations. The workshop may be composed of a mixed audience where several of the participants have special needs. Adapting to meet the needs of each participant is critical to the workshop's success.

Participants Who Have Lower Literacy Skills

Who Is My Child? includes activities that involve writing and reading. If you suspect that some of the participants will have difficulty with writing or reading, you will want to read aloud all of the information that is in written form.

For example, take participants through the temperament rating forms by making them into charts or overheads and pointing to each one as you read them. This will allow those who cannot read to identify their choices on paper.

Always ask for volunteers for reading. Never ask a specific parent to read anything out loud or to comment on something that has not been read to them.

The videos will be especially helpful for those parents with low literacy skills. You may want to use only the videos to convey information and then discuss what participants have seen.

The book ***I Am Special***, was designed specifically to be used with lower literacy audiences. If your participants have trouble reading any of the words, do an activity where you talk about what they see in the pictures.

Teen Parents

Teen parents may require different strategies for teaching. Keeping their interest and helping them learn to apply the information and plan ahead can be achieved.

Maximize the use of the videos. Also, use cartoons from the newspaper or bright posters about children and temperament.

Ask teens to apply the temperament information to themselves and their friends. Particularly when looking at the section "Do Your Child's World and His Temperament Fit Together?," they can think about the temperaments of peers and how they fit with their own. After they apply it with their peers, ask them how to apply the information with their children.

Focus on the here and now and on situations they are currently experiencing.



Tips:

- Read activities and overheads aloud.
- Ask for volunteers to read.
- Use the video.
- Use the small book "*I Am Special*."

Tips:

- Use the videos.
- Use cartoons and posters.
- Have them apply information to their peers.





adapting who is my child?

for specific audiences

Tips:

- **Have them write down their frustrations.**
- **Share the workshop goals.**
- **Use roleplays.**

Participants Who Are Court Mandated or Who Are Reluctant to Attend

Some participants may be attending against their will. Courts may require attendance or a spouse may have insisted on their coming. They may be resentful about being required to attend parenting workshops.

Ask the participants to write down their frustrations at the beginning of the session. Or ask them to share them verbally. Offer them suggestions about things that might be bothering them such as, "finding a sitter, did not have enough time for dinner, etc." If they are writing suggestions, invite them to write whatever bothers them about being here. Let them know that they are not to put their names on them so that it will be anonymous. You may decide to share the comments with the group. But read them to yourself so you know what their frustrations are.

Tell participants, "Although many of you had frustrations about coming, since you are here, we want to make this worth your time. There are things about raising children that are hard. Knowing about your child's temperament and how to work better with him could make your life easier."

Share the goals of the workshop with them. Ask them to think about some ways that this workshop could be helpful to them in their interactions with their children.

If a participant is being particularly difficult, antagonistic or distracting, call a break and quietly go to the person and ask if you can speak with him in the hall. Tell him that other people are there to learn about their child and that you need his cooperation.

State the behavior you need him to change (less distracting) and be specific (lessen the anger in the voice, etc). Ask him to please refrain from that behavior. Tell the participant that he is welcome to leave if he would rather do so. You may also find that other participants will stop the person's comments or behavior for you if you give them the opportunity.

Some of these parents may lack basic communication and guidance skills. You may find that you will need to include additional information and skill development on these areas in your workshop. Roleplays with you as the parent can demonstrate appropriate skills to these parents.





adapting who is my child?

for specific audiences

Participants From Diverse Cultures

The way that temperament traits are expressed can be heavily influenced by culture. A child may be encouraged to be more outgoing and expressive in an African-American home, but may be expected to be quieter and calmer in a traditional Asian family. While generalizations about cultures do not apply to all individuals, there are commonalities among parents of specific cultures that tend to influence parenting practices.

At the outset, it will be important to validate the many different family structures found today. In some cultures the family includes aunts, uncles, grandparents, cousins and close friends. In others, elders and respected community members are important in establishing norms, solving conflicts and playing other important family roles.

Just as important will be your approach to the workshops themselves. Whether you are working with one ethnic or cultural group or several, it is important to demonstrate your respect for their customs and traditions. Don't imply that the approach you are introducing is the only way. Emphasize continually that it is one way of dealing with family interaction. Accept suggestions for doing things differently. Your behavior will convey the most important message you need to communicate: that you are sensitive to the needs of the group and you are listening.

If you have a large group of participants that represent a different culture and language, consider offering a class just for them in their own language. If that is not possible, having a translator available will help to attract and involve those of other cultures. Holding a workshop in a facility close to a neighborhood that is of primarily one culture will also assist people in feeling more comfortable. Consider churches, community centers, apartment clubhouses, and local schools.

If you are aware that parents from cultures with which you are uncomfortable or unfamiliar will be attending, read more about the culture, especially child-rearing practices. A good resource is *Multicultural Parenting*, edited by Stephen J. Bavolek, and available from Family Development Resources, Inc. at 1-800-688-5822. You can also ask your local library to order it for you through interlibrary loan.

People sometimes feel uncomfortable speaking in front of the group if English is not their first language. Tell everyone at the beginning that it is okay to pass if they are uncomfortable speaking in their group.

Encourage parents of differing cultures to share how things are done within their culture or how certain behaviors are perceived.



Tips:

- **Demonstrate respect for customs and traditions.**
- **Accept suggestions for doing things differently.**
- **Offer classes in other languages.**
- **Hold workshops in the neighborhood.**





adapting who is my child?

changing workshop length

Adjusting Workshop Length

This workshop is designed to be three hours long. On page 7 of this guide, you have an overview agenda for the three-hour session. If you are able to spend several sessions with your families, you might want to consider doing three one-hour sessions instead. An overview agenda for what this might look like begins on page 10.

Here are some other suggestions for adjusting the time of the workshop.

To shorten the workshop:

- Instead of the candy questions activity (page 17), have the parents introduce themselves in groups of three to five and tell the names and ages of their children. Allow a little time for them to establish a relationship so that they will more comfortable in the group activities.
- Instead of the activities following each video segment, ask parents to take two minutes to discuss with their group what they think about the video section they have just seen. Or ask a question for the group to discuss.
- Instead of having them fill out page 7-15 in the Guide to Temperament that identifies their own temperament ask participants to write (or share with their group) one sentence that describes their temperament and their child's temperament.
- Focus on the video segments in the Trainer's Guide "What Is Temperament?" (page 19), "Temperament Traits" (page 22), and "Do Your Child's World and Temperament Fit?" (page 26).
- Use only one or two of the case studies in the "What Would You Do?" section (page 30).
- Choose segments that will best match children of the parents you are teaching from among all the scenarios (see pages 30-34).
- You may want to plan the workshop in 30-minute segments. Use the video to focus the time. One section could include, "What is Temperament?" and "Temperament Traits," another "Do Your Child's World and Temperament Fit?" and another section could focus on the "What Would You Do?" activity.





adapting who is my child?

changing workshop length



To lengthen the workshop:

- Use the additional activities included on pages 102-104.
- Include more time for parents to discuss their own particular situations and ask the other parents to problem-solve with them.
- Be careful that one parent does not monopolize this time. Set a time limit for each parent who wants to share at the beginning of this section. Sharing should always be a voluntary activity.
- Use the additional case studies included in the Resource Section (page 96) and ask the parents in their small groups to problem solve different ones and then share their results with the group.
- Add information included in the resources section on “Literacy-Focused” workshops (pages 104-106).





additional workshop materials





additional workshop materials

agenda

Post the following agenda on a chart in the front of the room. You may want to include your break time and ending time on the agenda. You also have an agenda as a handout so each of your participants may have their own copy.

Agenda

Welcome!

Introductions

What is Temperament?

What Traits Make Up a Child's Temperament?

Break

Do Your Child's Temperament and His World Fit Together?

What Would You Do?

Evaluation and Closing





additional workshop materials

activities for the workshop



Welcome and Introductions

Group Arrangement

If you have a large group you can consider dividing them according to the age of their children. This can assist them in developing strategies appropriate to the age of their child

What Is Temperament?

Section two, page 19

Puzzle

Prepare a temperament puzzle for each table. On a piece of paper or cardstock, write the words: "Temperament is a person's basic disposition" in large letters. Or you can use a copy of the overhead master as your template. Cut the copy into several pieces and instead of putting up the overhead, have participants work as a group at their tables to see which table can put their puzzle together first. Make it a race! Awards tickets for the drawing as a reward.

Do Your Child's World and Temperament Fit Together?

Section four, page 26

Dice throw

Assign each table one of the following: school, parent or environment (home, room, etc.). Have each person throw one die. They must come up with that many ideas on how to modify the area they were assigned in order to help a child's temperament fit his world.

Have them select one person from their table to report the five best suggestions to the rest of the group.

What Would You Do?

Section five, page 30

Roleplay

Ask for volunteers to play their children. You play the parent. Have the participant describe a difficult situation involving their child's temperament. Ask other participants to suggest solutions. roleplay one of those solutions with your designated participant. Offer other participants opportunities to solve the problem by adding other ideas after you show a solution.

After everyone in the group is more comfortable with this activity, you can ask for a volunteer to play the parent.





additional workshop materials

case studies

If you are unable to use the video on temperament or would like additional case studies, you will find several below that can be used in a discussion with parents. Use this with the information in Section five on pages 30-34.

Scenario #1

Malcolm

Malcolm is a toddler. He is very intense and tends to be fussy and clingy. He has trouble persisting at tasks, and is not interested in playing with other children. You (the parent) are a professional who is very successful and has a high energy level. What can you do to support Malcolm?

Scenario #2

Maria

Maria is five. She has always been very independent, highly motivated and sensitive. She gets along well with other children, but tends to push herself very hard and feels that nothing she does is good enough. She has always been persistent at tasks but lately her grades are dropping. Her parents are concerned. What can her parents do to support her?

Scenario #3

Hector and Liliana

Hector and Liliana have five children, all with very different temperaments. Hector is very driven and would define his temperament as persistent and very task oriented while Liliana tends to be very easy going. They tend to parent differently, and Liliana is often very permissive. What should they do to support each child's temperament?

Scenario #4

Andy

Andy is four and a very active child. His teacher is worried that he may be hyperactive, but his classroom is also very structured and there is little free time or outside time. At night at home, everyone in Andy's family is usually tired and watches TV before, during and after dinner. What could his parents do to support Andy?





additional workshop materials

literacy-focused workshops

Currently, a significant amount of funding is available for parenting workshops that focus on the development of literacy in young children. A child's temperament has a direct impact on his or her capacity to develop literacy. Some temperament traits are more conducive to literacy development than others.

Children who have temperament traits that could be obstacles to literacy development can be assisted by parents and caregivers who know how to provide appropriate adult-child interactions and how to adapt the child's environment in appropriate ways.

Following are some suggestions for facilitators to use to give this workshop a literacy focus.

Activities and Ideas for Literacy-Focused Workshops

- A handout to use with parents in literacy-focused workshops can be found on page 106 and is with the handout masters in this curriculum kit.
- Before beginning the workshop, facilitators should review the tips cards to identify those tips that directly relate to literacy.
- **What Is Temperament?**
Include this statement as you begin to talk about temperament:
Temperament can impact your child's ability to read. All children can enjoy reading. As we discuss temperament and your child, think about how your child's temperament affects your efforts to assist in his development of literacy skills.
- **Practical Ideas for Understanding Temperament Activity**
Ask the participants to review the cards for ideas about improving their child's literacy. When you write ideas on the chart, focus on literacy ideas.
- **Homework Activity**
This activity asks participants to write or draw something they will do in the coming week to create a better relationship with their child and a better fit between temperament and the child's environment. Ask participants to do the handout **Promoting Literacy With Your Child** (page 106) in the workshop.
- **What Would You Do?**
Leave out one of the videotaped scenarios at the end of the videotape. In its place you can offer the following:





additional workshop materials

literacy-focused workshops

Jerry

Jerry is a bright, active four-year-old. He is highly distractible, very sensitive to noises and color, and not very persistent at tasks. He is very active. He is also very social and well liked by children and teachers alike. He doesn't seem interested in reading. Whenever his parents try to read to him, he wants to play with his trucks or play outside.

Then ask the following questions:

How would you describe Jerry's temperament?

What aspects of Jerry's temperament do you think might prevent him from being a successful learner?

What could a parent do to assist Jerry in developing literacy skills and a love of reading?





promoting literacy with your child

handout

Temperament affects children's ability to read. All children can enjoy reading. However, for some children of varying temperaments, the environment and the way they are introduced to and encouraged to read must be different. The following can assist you to promote reading skills with your child.

Look at your child's temperament traits. List below those traits that you feel will be most likely to help your child develop reading skills and a love of reading.

Which of your child's temperament traits could become barriers to reading?

How could you restructure the environment and your interactions with your child to assist him in the development of his ability to learn to read and write?

Tips for promoting literacy with your child

- Provide a quiet place to read in your home, free of distractions for children who are easily distracted.
- Children who are sensitive to their environment will respond best to reading if their reading location is comfortable and inviting.
- You can provide a bean bag or large soft pillow in an area designated as a reading area and have books nearby.
- Be sure the lighting is appropriate.
- Use a variety of books that have more pictures.
- Use books that have colorful pictures with a small amount of print on them.
- Encourage short games in the car or at home focused on listening to sounds, rhyming, and identifying signs such as fast-food restaurants or billboards.





facilitating your workshop





guide

to conducting workshops



This guide is designed for the facilitator leading the **Who Is My Child?:** Understanding Children’s Temperaments workshop. It is a tool to help you lead the entire workshop. As workshop facilitator, you will be responsible for conveying information to your participants and for providing opportunities for them to ask questions and develop ways to use this information in their families.

You may already be an experienced facilitator. If that is the case, you may already have developed your own methods for setting up and conducting workshops. If you are a new facilitator, or if you just want to review some helpful information, this section can help you. You will find helpful information on everything from engaging your audience to marketing your workshop.

If you are working with a co-facilitator, you will want to review the curriculum outline together and decide how to divide the presentations, discussions and activities between you.





guide

to conducting workshops

Your workshop participants will expect you to:

- **Recognize their experience and knowledge and build on them.**
- **Stay within time frames. Cover what you say you will cover.**
- **Focus on developing a relationship, not just the content.**
- **Provide information that they can relate to what they already know.**
- **Give concrete examples and an understanding of how to apply the information they are given.**
- **Provide activities that allow them to direct what and how they learn.**
- **Understand that learning will be affected significantly by feelings, thoughts and physical state.**
- **Answer for participants: What's In It For Me?**



When facilitating your workshop think "PARENTS!"

Preparation

Adult learning basics

Role as facilitator

Engage your participants

Needs of the participants

Translate knowledge into practice

Setting (Room Arrangement)

Preparation

Use the facilitator's planning sheet provided with your handouts.

Check your equipment: microphones, charts, VCR, television, projection machine, chart stands, screen, etc. Are they in working order? What if something goes out? Do you have a backup? You may want to have an extra bulb or prepare a few copies of your overheads in case your overhead projector develops problems. Can you be heard from the back of the room? If not, plan on having a microphone and test them before the workshop.

Know your building and room. Visit the building and room before your presentation if possible. This will allow you to plan room setup. Find out where the bathrooms, water and telephones are. Be sure to provide this information (you may want to make a chart) for participants.

Have all materials and copies needed before your workshops.

Adult Learning Basics

Adults have different learning styles. Some learn better by doing. Others need to hear things in order to learn them, and others learn best by seeing and others by talking about concepts. Provide learning activities that emphasize all of these learning styles. Also, adults bring previous experience and knowledge to the learning setting.



guide

to conducting workshops



Role as Facilitator

Your role as facilitator is to help your participants understand the information you have to present and to provide opportunities for them to develop skills.

Some tips for you to keep in mind:

- Your participants are responsible for their own learning.
- See yourself as a partner in the learning process and treat participants as equals.
- Recognize your participants' expertise as well as your own and encourage them to share it in appropriate ways.
- Create a learning environment that is safe, comfortable and encourages sharing and learning.
- Remember that research has shown that people must be involved in the training in new ways about every 8-10 minutes to maintain interest.
- Provide materials at each table for participants to "play," such as markers, Post-it® notes, playdough and pipe cleaners.
- Be friendly and show concern for attendees.
- Ask for opinions and allow participants time to respond.
- Leave plenty of time for questions. If you do not know the answers, it's okay!
- Let participants know you will find out and bring or send them the answer.

Needs of the Audience

Your participants will learn best when they are comfortable. Provide refreshments, water and comfortable seating. Be aware of the changing moods of the participants. If people seem to be getting bored or tired, have them move around, stand up, or do a different type of activity. The audience needs to feel successful as parents and as participants. Thank them for comments and reinforce when they share an example of good parenting.





facilitators

guide to conducting workshops

Taking Care of the Needs of Your Group

Give them permission to move around during the workshop if they need to.

Give them permission to pass or “Go Fishing.” There are times when someone may not wish to share in small or large group discussions. Let participants know up front they can pass if they choose. Also, let them know that everyone occasionally daydreams and does not hear what is said. If that happens, and they have been asked something, they can say, “Sorry, I went fishing!” It is a fun and non-threatening way to admit to inattention.

Translate Knowledge Into Practice

Throughout the workshop, ask how the ideas presented can be applied in participants’ lives. One goal of the facilitator is to make sure the information from the workshop gets carried back to daily interaction. So by continually reinforcing the practical application of the information, you are reinforcing the need to begin to incorporate this information into the family. Some ways to do this include: When a participant asks a question, see if others have the same problem and ask how they deal with it.

- Review, review, review! Content must be revisited in some form (through discussion, activities, video, writing) for it to be remembered and applied.
- Make it fun and use activities to review.
- Revisit the information at another time after this workshop. If you have the opportunity to contact your workshop participants or have them in another workshop, ask if they have used the ideas and how they have worked.
- Encourage participants to pull out their materials once a week for the next month and review them. They will be more likely to apply it in their lives.

Setting: Arranging the Room

The way the room is set up and arranged is critical to the learning process. A room with stadium seating where the seats are small and leg room is cramped will encourage participants to think about how uncomfortable they are instead of the content of the workshop. Avoid last-minute frustrations by knowing your room and its arrangement ahead of time.





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guide to conducting workshops



Good Room Set-Up:

Be sure the room has adequate lighting, comfortable seating and lots of leg room. Ask for a room that has tables and chairs to give participants more room and to allow them to write, prop their arms, lean and to have a place for their hands.

Set up the room so that your participants can see each other and can easily see the video monitor and the overhead.

Set tables up for 4 to 6 participants at each table.

Be sure there is a table in the front just for your things.

Arrange a table at the back of the room for refreshments and another for any display that you wish to set up.

If you do not have tables, arrange chairs in semi-circles. Materials that will be needed by participants can be placed on the floor in front of each semi-circle.

If you do not have tables, you can provide hard-backed notepads or even books for writing surfaces.

If you have fixed seating such as stadium seating, encourage groups of three to turn toward each other and form a group.

Check the room's lighting and windows. Will the sunlight reflect and cause problems?

Ask if charts can be posted on walls. If not, purchase self adhesive flip charts or copy your charts on 11x17 paper and place on each table as you need them.

Check to see where audiovisual equipment can be located.





planning

planning, recruiting and marketing the workshop

Where Do I Begin?

Marketing your workshop means getting people to attend. To do that, you need to be aware of the special needs of your audience – your customers – the participants! There are several things you need to do in order to reach your audience and make it easy for them to attend.

Identify Your Target Audience.

Try to identify a specific group, such as parents of toddlers or Hispanic families new to the area rather than any or all families or caregivers. Think about which population you should target given your funding or the interest that has been shown, then design information and your recruitment strategy for that audience. A workshop that is focused for parents of school-age children or one for teen parents can use the same curriculum but might use different images on promotional flyers and address different issues during the workshop.

Plan Your Workshop Based on Participants' Needs and Interests.

As you begin to plan the workshop, ask participants to identify the best time of day and week for the workshop. Plan your workshop around their time rather than yours.

As you begin planning, ask some potential participants, "What can I tell you about this workshop that would motivate you to come?" Then use that information to develop your promotional materials for the workshop.

Use themes, slogans and graphics in your marketing that will connect your audience to the topic you are covering. Be consistent in your use of those images. Your audience will begin to identify your programs by these images.

Where Should I Hold My Workshop?

The best place to hold your workshop is where your audience is.

Try a lunchtime workshop at large businesses. Employers will welcome such programs but they will probably have to fit within an allocated lunch period. Consider partnering with a childcare center to offer your workshop in the evening. Ask the center to provide childcare.

Other ideas for locations include:

- Meeting rooms at community centers
- Local housing offices in areas near your target population
- Churches
- School PTA programs
- Head Start parents programs
- Health clinics, pediatrician's office or local social service agencies
- Local libraries
- Community centers or cultural centers

Tips

- **Identify a specific group to target.**
- **Use images that appeal to that group.**

Tips

- **Ask potential participants when and where would be convenient for them.**
- **Involve them in the planning process.**





planning

planning, recruiting and marketing the workshop

Some participants are more likely to attend when they are involved in the planning and preparation for the program. Involve participants by asking them to assist in contacting other parents, bringing refreshments or setting up before the workshop.

How Can I Inform People?

Remember that communication – or “word of mouth marketing” – is usually more successful than advertising. Talk with parents, teachers and other professionals, and ask them to share information about your program with others.

Provide the local media – especially weekly newspapers and radio stations – with a packet of information on this workshop, and let them know they can call you for quotes or information about parenting or other family topics. When you post flyers and information, be sure to put them where the audience you want to attract will see them.

Examples of ways to get out the word about your workshop include:

- Give out flyers or brochures everywhere you go!
- Post posters or flyers at grocery stores, apartments, laundromats, beauty parlors and mail centers.
- Establish a telephone tree to call families in the area and/or other professionals.
- Send news releases to local newspaper, cable TV and radio.
- Ask local churches to announce your workshop or allow you to post materials on a bulletin board.
- Send information to local courts, social service agencies, libraries and local cooperative extension offices.
- Contact your local school and childcare centers, and provide them with flyers to give to parents.
- Provide flyers to health centers and pediatricians’ offices.



Tips

- **Think about where potential participants go every day – grocery store, school, etc. Then put flyers where they will see them.**
- **Think smaller when it comes to media – weekly or neighborhood newspapers vs. major daily papers. There is less competition for space.**





planning

removing barriers and offering incentives

What About Barriers to Attendance?

It is often difficult for participants to attend workshops. Work hours, childcare, transportation problems or feeling uncomfortable with the surroundings can all prevent parents from attending. Ask yourself, "What would keep parents away?" Families may not have childcare or transportation. Court-ordered parents may feel uncomfortable attending a workshop provided in a social service office. Shift workers may not be able to attend at night. Identify the barriers that the parents you are targeting will have and then develop strategies to remove those barriers.

Possible barriers and solutions include:

Families Often Need Childcare

Solutions:

- Parents can be charged for on-site childcare.
- The cost of childcare can be included in the cost of the workshop if you are charging a fee.
- If parents cannot afford childcare, ask teen youth groups, such as service organizations at high schools or church youth groups, to provide care.
- Often youth leaders are willing to oversee this process.
- Offer the workshop on two different nights, and ask parents to trade childcare.
- If the workshop is at a childcare center, ask the director if it would be possible for the center to provide childcare.
- Offering the workshop and providing childcare can become a business deduction from business taxes.

Transportation

Solutions:

- For many families, transportation is a barrier.
- Provide transportation by bus or van to the program.
- Provide bus passes for attendees.
- Plan your program within walking distance of your target population.
- Arrange for groups to walk together or for those in unsafe areas to be accompanied to the workshop.
- Offer workshops in apartment clubhouses or in housing authority offices to remove transportation needs.

Tips

- **Make sure you have childcare options for those who need them.**
- **Ask teen youth groups or service organizations to donate childcare time.**

Tips

- **Provide bus passes.**
- **Plan your program within walking distance.**





planning

removing barriers and offering incentives

Language

Solutions:

- Participants will not attend programs if they cannot understand the language spoken.
- If most of your target population speaks another language, secure a facilitator or co-facilitator who speaks their language.
- Ask someone to translate for you as you facilitate.
- Provide written materials in the languages of your participants.
- When you send out information on your program, prominently display the fact that there will be translation.
- Plan two workshops: one in English and the other in the language of the majority of the participants.

Incentives

Solutions:

- Provide incentives such as snacks and door prizes to encourage attendance.
- Provide meals or snacks.
 - Ask participants or co-sponsors to assist with meals and snacks. They can provide potluck dishes or take turns providing snacks.
 - Volunteers or service organizations can be asked to provide meals or refreshments.
 - Donations can be requested from local grocery stores for snacks.
 - Some fast food restaurants may donate or provide a discount to nonprofit groups for meals that could be picked up and taken to the workshop for distribution.
- Give certificates that verify attendance and the number of hours of the workshop.
- Door prizes are great incentives for reluctant and teen participants, and a nice bonus for all who attend the workshop.
 - Local businesses will usually provide discounts or freebies such as passes to movies, skating, bowling, books for and about children, or games or toys that encourage interaction with children.
- You can obtain pamphlets, booklets and free information about children from local health departments, Cooperative Extension Offices, Red Cross, and groups such as the American Heart or American Lung Association.
- Samples of products from companies are also great incentives for parents. If you have a local company that produces items that parents might use, call and see if they will provide samples.

Tips

- **Arrange for someone to translate for you as you facilitate.**
- **Try to have some written materials in the language of your participants.**

Tips

- **Involve local businesses by asking them to donate snacks or door prizes.**
- **Give certificates of completion to participants.**
- **Childcare providers or court mandated parents may need written verification of attendance.**
- **Distribute tickets (available at discount and variety stores) for participants to place in a drawing for prizes. Participants can write their names on the back of the tickets and deposit in a basket. Give tickets for returning from breaks on time, to honor those who share great ideas, and fun rewards for races and activities during the workshop. You should be sure that everyone gets at least one ticket.**

