

Chapter 1 : Understanding the Relation Between Temperament and Behavior | Urban Child Institute

We all are born with a unique disposition or way of responding to other people and situations- this is our Temperament.. Research indicates that temperament appears early in life and is significantly influenced by environmental experiences even before birth.

This fact is important because it helps us to more fully understand our basic behavioral disposition. Even though much of our human personality is inherited, it should also be noted, much of it has also been influenced and shaped by our unique environments. Thus, all of us as human beings have been hard-wired by our Creator we are not just products of random chance – Ps Furthermore, according to the scientific analysis all human personalities are commonly divided up into four major categories with the exception of those with severe mental disorders , and these four types are further broken down into two categories – Extroverts and Introverts: It should be noted that all human beings have a degree of each of these four personality types within them, though each person will definitely test out higher in one, with another being a close second. No individual only possesses one personality type, and most of us have a very strong secondary temperament. Should you take one of the personality tests available today, you would discover that you possess dominant characteristics in a couple of the temperaments, and each kind of personality has a general characteristic associated with it. Though the characteristics may not be true for everyone with a particular personality, they are generally true for the vast majority of people. All four personality types have general strengths and weaknesses with which people must contend, and no one personality type is better than any other. All four have both good and bad qualities, and all four are needed to make this world a better place. Whatever your temperament or personality, God is the one who has given you the abilities and sensitivities that you possess, and He has given those things to you for a purpose – that you might faithfully work at developing them and using them in His service. Remember, no two people are alike – we are all unique – and we have all been given a unique call-ing in life. So identify your skills and strengths and get to work! Prayerfully reflect upon the following passages – Mt 6: Of all the relationships we have in life, marriage is by far the most important. A good relation-ship between a husband and a wife makes for a happy home. A marriage shadowed by bitterness, fighting and other unpleasantness leaves its scars on not only the couple, but also on their children and those around them. Good marriages are not just accidents – they are the result of hard work and understanding. Thus pretty much all marriages will have fairly significant challenges. Following is a brief description of each of the four temperaments or personalities – at the end of each description I have listed the two primary characteristics for that temperament. The Sanguine is sociable and charismatic, generally warm-hearted, pleasant, lively, optimistic, creative, compassionate, and outgoing; he is the life of the party, humorous, enthusiastic, and cheerful; he easily attracts others and makes friends; he inspires others to work and join in the fun. The Sanguine likes to talk a lot – struggles with completing tasks – is chronically late – and tends to forget his obligations – he bases his decisions primarily on feelings. Sanguine types can be great parents, because they love to have fun; but their homes are often frenzied and disorganized, and the only time you find everyone silent is when they are sleeping! Sanguine people usually possess high amounts of energy, so they often seem restless and spon-taneous. They are impulsive and often find it difficult to control their cravings; as such, people with this temperament are more susceptible to smoking, alcohol, drugs, gambling and taking risk; sadly, they are most susceptible to chemical imbalances, addictions and mood disorders. These people feel bored if they are not absorbed by something intriguing and adventurous. The Sanguine is very poor at tolerating boredom; for the most part he will try to avoid monotony and that which is routine at all costs; routine jobs and boring companions annoy him and irritate him. The Bible characters that seem to best fit the characteristics of a Sanguine are King David and Peter. Dominant in personality Choleric desire control, and are best at jobs that demand strong control and authority, and require quick decisions and instant attention. Most Choleric are men, and born leaders who exude confidence; they are naturally gifted businessmen, strong willed, independent, self sufficient, they see the whole picture, organize well, insist on production, stimulate activity, thrive on opposition, are unemotional and not easily

discouraged. They are decisive, must correct wrongs when they see them, and compulsively need to change things. They systematize everything, are all about independence, and do not do well in a subordinate position. They are goal oriented and have a wonderful focus as they work; they are good at math and engineering, are analytical, logical and pragmatic; and are masters at figuring things out. They are skeptical and do not trust easy; they need to investigate the facts on their own, relying on their own logic and reasoning. If they are absorbed in something, do not even bother trying to get their attention. Many great charismatic military and political figures were Choleric. They set high standards, are diligent and hard-working, are rarely satisfied, and never give up their attempts to succeed. Choleric women are very rare, but strangely are very popular people. The Choleric does not have many friends though he needs them, and he has a tendency to fall into deep sudden depression, and is much prone to mood swings. The Bible characters that seem to best fit the characteristics of a Choleric are the apostle Paul, James, Martha and Titus. The Phlegmatic is most often a female who tends to be easygoing, content with herself, calm, cool and collected, tolerant of others, well-balanced, sympathetic, kind, unassuming, keeps emotions hidden, is happily reconciled to life, not in a hurry, has many friends, avoids conflict, inoffensive, quiet but witty, agreeable and intuitive; though they are very peaceful, patient and adaptable, they tend to be reluctant, indecisive and a worrier. They are wonderful at gathering facts, classifying them, and seeing the relationship between them; basically, they are good at generalizing, seeing the bigger picture, and reading between the lines. They are accepting, affectionate, frequently shy, and often prefer stability to uncertainty and change. Because they are fearful, indecisive and hesitant of things in life, they have a compromising nature. Phlegmatics often worry about everything. They are interested in cooperation and interpersonal harmony, and this is why they preserve their family ties and friendships. They could be described as considerate, charitable, sympathetic, trusting, warm, calm, relaxed, consistent, rational, curious, and observant – this makes them good administrators. Phlegmatic men and women strive for greater self-knowledge, and seek to contribute to society at large. On the negative side, they are often selfish, self-righteous, judge others easily, resist change, stay uninvolved, dampen enthusiasm, and can be passive-aggressive. In large part, the Phlegmatic temperament is deemed to be a neutral temperament. The Bible characters that seem to best fit the characteristics of a Phlegmatic are Joseph, Timothy and Barnabas. They tend to be deep-thinkers and feelers who often see the negative attributes of life, rather than the good and positive things. They are self-reliant and independent and get wholly involved in what they are doing. Melancholies can be highly creative in activities such as art, literature, music, health-care and ministry, and can become preoccupied with the tragedy and cruelty in the world; they long to make a significant and lasting difference in the world. Melancholies usually have a high degree of perfectionist tendencies, especially in regards to their own lives or performance. They are serious, purposeful, analytical, musical, artistic, talented, creative, self-sacrificing, conscientious, idealistic, philosophical, and are genius prone. They tend to be highly organized, schedule oriented, economical, tidy, neat, detail conscious, finish what they start, like charts, graphs, figures and lists, see the problems and are able to identify creative solutions with ease. Sadly, many Melancholies are also victims of deep bouts of depression that come from great dissatisfaction, disappointment, hurtful words or events. Melancholy personalities are people who have a deep love for others, while usually holding themselves in contempt. In short, melancholies take life very seriously too much so sometimes and it often leaves them feeling blue, helpless or even hopeless. Because they are deeply caring people, they make great doctors, nurses, social workers, ministers, and teachers. This comes from a deep sense of what others are feeling or experiencing and the inward need to reach out and do something in order to help them. They are extremely loyal in friendships; there is an old saying that goes like this: The Bible characters that seem to best fit the characteristics of a Melancholy are Moses and Abraham. Good in details; careful. Closing note to this section: These individuals were chosen because of the behavioral tendencies they demonstrated at various times in biblical history. The corresponding results of the combinations listed can be found on the following website if interested: They are people-oriented and enthusiastic but with the resolutions of the Choleric tempering the lack of organization of the Sanguine. He is almost always a sports enthusiast and is ideal in sales. He can talk too much and can be obnoxious if threatened. The forgetfulness of the Sanguine and the caustic nature of the Choleric may make them hurtful

without realizing it. These are extremely happy and carefree individuals who live to help people. They would not purposely hurt anyone but they must fight a lack of workplace motivation; they would rather visit than work. Whatever his profession, his brain is always active and engaged. His weaknesses combine the quick anger of the Sanguine with the resentment of the Choleric. He gets AND gives ulcers. He may leave people including spouse and children shell-shocked and resentful because of his angry outbursts. He is both Industrious and detailed. He combines verbal aggressiveness with sharp attention to detail. He is very competitive and forceful. He can be autocratic and opinionated with work habits that keep after details until the job is completely finished. He finds interpersonal relationships difficult due to the hard-to-please nature of the Choleric and the perfectionistic nature of the Melancholy. He is extremely capable in the long run though he may not impress you that way at first. He is organized and a good planner. He often gets more accomplished than other temperaments because he always thinks in terms of enlisting others to help him. His weaknesses include a tendency to quietly harbor bitterness rather than letting it out. Acknowledging weaknesses is difficult for him and he tends to worry about his performance in life activities. They make excellent administrators and other jobs that involve getting along with people. He may lack motivation and discipline and may fall short of his true capabilities. He may "putter around" for years without making progress. He can be an excellent counselor because he is an active listener. He is practical and helpful and patient. He may lack motivation and may become stubborn if threatened. He may also have a tendency toward being sedentary and passive. He needs to be around other people as he is externally motivated. He wobbles between patience and criticism and may tend toward negativism. They can be afraid of over-extending themselves so may avoid involvement in a group. He makes an excellent teacher as his organized side is well versed in the facts and his Sanguine side makes him enjoyable to listen to.

Chapter 2 : The Four Temperaments - Melancholic

Reflect on your own temperament and calendrierdelascience.comtanding your own temperament can help you to identify the "goodness of fit" for each child in your care. Knowing more about your own temperament traits will also help you to take the child's perspective.

Four temperaments[edit] David Keirsey expanded on the ancient study of temperament by Hippocrates and Plato. In his works, Keirsey used the names suggested by Plato: Artisan iconic , Guardian pistic , Idealist noetic , and Rational dianoetic. Keirsey divided the four temperaments into two categories roles , each with two types role variants. The resulting 16 types correlate with the 16 personality types described by Briggs and Myers. Seeking stimulation and virtuosity, they are concerned with making an impact. Their greatest strength is tactics. They excel at troubleshooting, agility, and the manipulation of tools, instruments, and equipment. Operators are the directive proactive Artisans. Their most developed intelligence operation is expediting. The attentive Crafters and the expressive Promoters are the two role variants. Entertainers are the informative reactive Artisans. Their most developed intelligence operation is improvising. The attentive Composers and the expressive Performers are the two role variants. Guardians are concrete and organized scheduled. Seeking security and belonging, they are concerned with responsibility and duty. Their greatest strength is logistics. They excel at organizing, facilitating, checking, and supporting. The two roles are as follows: Administrators are the directive proactive Guardians. Their most developed intelligence operation is regulating. The attentive Inspectors and the expressive Supervisors are the two role variants. Conservators are the informative reactive Guardians. Their most developed intelligence operation is supporting. The attentive Protectors and the expressive Providers are the two role variants. Idealists are abstract and compassionate. Seeking meaning and significance, they are concerned with personal growth and finding their own unique identity. Their greatest strength is diplomacy. They excel at clarifying, individualizing, unifying, and inspiring. Mentors are the directive proactive Idealists. Their most developed intelligence operation is developing. The attentive Counselors and the expressive Teachers are the two role variants. Advocates are the informative reactive Idealists. Their most developed intelligence operation is mediating. The attentive Healers and the expressive Champions are the two role variants. Rationals are abstract and objective. Seeking mastery and self-control, they are concerned with their own knowledge and competence. Their greatest strength is strategy. They excel in any kind of logical investigation such as engineering, conceptualizing, theorizing, and coordinating. Coordinators are the directive proactive Rationals. Their most developed intelligence operation is arranging. The attentive Masterminds and the expressive Fieldmarshals are the two role variants. Engineers are the informative reactive Rationals. Their most developed intelligence operation is constructing. The attentive Architects and the expressive Inventors are the two role variants. Understanding the sorter descriptions[edit] Although the descriptions of the individual temperaments and role variants were written as a whole, temperament itself can be understood by comparing it to the rings of a tree: When people touch objects, watch a basketball game, taste food, or otherwise perceive the world through their senses, they are observant. When people reflect and focus on their internal world, they are introspective. However, individuals cannot engage in observation and introspection at the same time. The extent to which people are more observant or introspective directly affects their behavior. However, Carl Jung used the word sensation when describing people who prefer irrational perception of the sensory experience, whether abstract or concrete. Carl Jung used the word intuition when describing people who prefer abstract conception. People who are pragmatic utilitarian pay more attention to their own thoughts or feelings and are more concerned with doing what works. This is comparable to the "feeling" and "thinking" functions found in Myers Briggs, because feelers make subjective decisions based on their ethics, in order to promote harmony, while thinkers prefer an independent standard of logic applied fairly, regardless of popularity. The pragmatic temperaments are Rationals pragmatic and abstract and Artisans pragmatic and concrete. The cooperative temperaments are Idealists cooperative and abstract , and Guardians cooperative and concrete. Neither Myers nor Jung included the concept of temperament in their work. Each of the four temperaments is subdivided by this distinction for a result of eight

roles. The directive roles are Operators directive Artisans , Administrators directive Guardians , Mentors directive Idealists , and Coordinators directive Rationals. The informative roles are Entertainers informative Artisans , Conservators informative Guardians , Advocates informative Idealists , and Engineers informative Rationals. Individuals who prefer more overt action [saying and doing] during covert acting [conception and perception] observing or introspecting are described as expressive, whereas people who prefer more covert acting during overt [or inactive] action are described as attentive. Some associative words for "expressive": Some associative words for "attentive": The expressive versus attentive dichotomy is the most contextual. In other words, overt action and covert reaction is more dictated by the environmental circumstance at the moment. Each of the eight categories can be subdivided by this distinction, for a total of 16 role variants. These 16 role variants correlate but do not correspond to the 16 Myers-Briggs types. The expressive role variants are Promoters expressive Operators , Performers expressive Entertainers , Supervisors expressive Administrators , Providers expressive Conservators , Teachers expressive Mentors , Champions expressive Advocates , Fieldmarshals expressive Coordinators , and Inventors expressive Engineers. The attentive role variants are Crafters attentive Operators , Composers attentive Entertainers , Inspectors attentive Administrators , Protectors attentive Conservators , Counselors attentive Mentors , Healers attentive Advocates , Masterminds attentive Coordinators , and Architects attentive Engineers. Four interaction roles[edit] In his book Brains and Careers , Keirse divided the role variants into groupings that he called "four differing roles that people play in face-to-face interaction with one another. Initiators expressive and directive: Coworkers expressive and informative:

Chapter 3 : The Four Human Temperaments» ¿

"THE FOUR HUMAN TEMPERAMENTS" by Dr. D. W. Ekstrand. Printable pdf Version of this Study There are "reasons" for everything we do as human beings, though it is often difficult for us to understand why we think like we think, feel like we feel, or act like we act in life.

Both natural and spiritual science ultimately try to solve this riddle – the former by understanding the natural laws that govern our outer being, the latter by seeking the essence and purpose inherent in our existence. Every one of us experiences this in encounters with other people. Today we shall be dealing not with general riddles, but rather with those posed to us by every human being in every encounter, and these are just as important. For how endlessly varied people are! Even within the basic types known as the temperaments, such variety exists among people that the very mystery of existence seems to express itself within these types. Temperament, that fundamental coloring of the human personality, plays a role in all manifestations of individuality that are of concern to practical life. We sense something of this basic mood whenever we encounter another human being. Thus we can only hope that spiritual science will tell us what we need to know about the temperaments. Our first impression of the temperaments is that they are external, for although they can be said to flow from within, they manifest themselves in everything we can observe from without. However, this does not mean that the human riddle can be solved by means of natural science and observation. Only when we hear what spiritual science has to say can we come closer to understanding these peculiar colorations of the human personality. Spiritual science tells us first of all that the human being is part of a line of heredity. He displays the characteristics he has inherited from father, mother, grandparents, and so on. These characteristics he then passes on to his progeny. The human being thus possesses certain traits by virtue of being part of a succession of generations. However, this inheritance gives us only one side of his nature. Joined to that is the individuality he brings with him out of the spiritual world. This he adds to what his father and mother, his ancestors, are able to give him. Something that proceeds from life to life, from existence to existence, connects itself with the generational stream. Certain characteristics we can attribute to heredity; on the other hand, as a person develops from childhood on, we can see unfolding out of the center of his being something that must be the fruit of preceding lives, something he could never have inherited from his ancestors. We come to know the law of reincarnation, of the succession of earthly lives and this is but a special case of an all-encompassing cosmic law. An illustration will make this seem less paradoxical. Consider a lifeless mineral, say, a rock crystal. Should the crystal be destroyed, it leaves nothing of its form that could be passed on to other crystals. When we move on to the world of plants, we notice that a plant cannot develop according to the same laws as does the crystal. It can only originate from another, earlier plant. Form is here preserved and passed on. The reader may conclude from this remark – for it was, after all, a remark, not a published claim – that Steiner was ignorant of the concept of seed crystals. However, a likelier explanation is that Steiner, whose audience was very likely not a scientifically knowledgeable one, was simply indulging in a bit of rhetorical hyperbole. He doubtless knew that a seed crystal will hasten the crystallization process in a saturated salt solution, but this fact is not really relevant to his point, which comes out only gradually in this paragraph. His point is not that a newly-forming crystal cannot receive some contribution from a previously existing one, only that it need not; this is in contrast to living things, which require a progenitor. Moving on to the animal kingdom, we find an evolution of the species taking place. We begin to appreciate why the nineteenth century held the discovery of evolution to be its greatest achievement. The species itself undergoes an enhancement. In human beings not only does the species evolve, but so does the individual. The human being will come to be known as the product of an earlier life. The views that stand in the way of this doctrine will be overcome, just as was the scholarly opinion of an earlier century, which held that living organisms could arise from nonliving substances. As recently as three hundred years ago, scholars believed that animals could evolve from river mud, that is, from nonliving matter. Francesco Redi, an Italian scientist, was the first to assert that living things could develop only from other living things. Now the important question arises: How can something originating in a completely different world, that must seek a father and a mother, unite

itself with physical corporeality? How can it clothe itself in the bodily features that link human beings to a hereditary chain? How does the spiritual-psychic stream, of which man forms a part through reincarnation, unite itself with the physical stream of heredity? The answer is that a synthesis must be achieved. When the two streams combine, each imparts something of its own quality to the other. In much the same way that blue and yellow combine to give green, the two streams in the human being combine to yield what is commonly known as temperament. Our inner self and our inherited traits both appear in it. Temperament stands between the things that connect a human being to an ancestral line, and those the human being brings with him out of earlier incarnations. Temperament strikes a balance between the eternal and the ephemeral. And it does so in such a way that the essential members of the human being, which we have come to know in other contexts, enter into a very specific relationship with one another. Human beings as we know them in this life are beings of four members. The first, the physical body, they have in common with the mineral world. The first super-sensible member, the etheric body, is integrated into the physical and separates from it only at death. There follows as third member the astral body, the bearer of instincts, drives, passions, desires, and of the ever-changing content of sensation and thought. Our highest member, which places us above all other earthly beings, is the bearer of the human ego, which endows us in such a curious and yet undeniable fashion with the power of self-awareness. These four members we have come to know as the essential constituents of a human being. In every case, one of the four members achieves predominance over the others, and gives them its own peculiar stamp. Where the bearer of the ego predominates, a choleric temperament results. Where the astral body predominates, we find a sanguine temperament. Where the etheric or life-body predominates, we speak of a phlegmatic temperament. And where the physical body predominates, we have to deal with a melancholic temperament. The specific way in which the eternal and the ephemeral combine determines what relationship the four members will enter into with one another. The way the four members find their expression in the physical body has also frequently been mentioned. The ego expresses itself in the circulation of the blood. For this reason, in the choleric the predominant system is that of the blood. The astral body expresses itself physically in the nervous system; thus in the sanguine, the nervous system holds sway. The etheric body expresses itself in the glandular system; hence the phlegmatic is dominated physically by his glands. The physical body as such expresses itself only in itself; thus the outwardly most important feature in the melancholic is his physical body. This can be observed in all phenomena connected with these temperaments. In the choleric, the ego and the blood system predominate. The choleric thus comes across as someone who must always have his way. His aggressiveness, everything connected with his forcefulness of will, derives from his blood circulation. In the nervous system and astral body, sensations and feelings constantly fluctuate. Any harmony or order results solely from the restraining influence of the ego. People who do not exercise that influence appear to have no control over their thoughts and sensations. They are totally absorbed by the sensations, pictures, and ideas that ebb and flow within them. Something like this occurs whenever the astral body predominates, as, for example, in the sanguine. Sanguines surrender themselves in a certain sense to the constant and varied flow of images, sensations, and ideas since in them the astral body and nervous system predominate. Mental images fluctuate wildly, often leading to illusions and hallucinations. A touch of this is present in sanguines. Sanguines are incapable of lingering over an impression. They cannot fix their attention on a particular image nor sustain their interest in an impression. Instead, they rush from experience to experience, from percept to percept. This is especially noticeable in sanguine children, where it can be a source of concern. We proceed now to the phlegmatic temperament. We observed that this temperament develops when the etheric or life-body, as we call it, which regulates growth and metabolism, is predominant. The result is a sense of inner well-being. The more a human being lives in his etheric body, the more is he preoccupied with his internal processes. He lets external events run their course while his attention is directed inward. In the melancholic we have seen that the physical body, the coarsest member of the human organization, becomes master over the others. As a result, the melancholic feels he is not master over his body, that he cannot bend it to his will. His physical body, which is intended to be an instrument of the higher members, is itself in control, and frustrates the others. This the melancholic experiences as pain, as a feeling of despondency. Pain continually wells up within him. The varying combinations of the four members also

manifest themselves quite clearly in external appearance. People in whom the ego predominates seek to triumph over all obstacles, to make their presence known. Accordingly their ego stunts the growth of the other members; it withholds from the astral and etheric bodies their due portion. This reveals itself outwardly in a very clear fashion. Johann Gottlieb Fichte, that famous German choleric, was recognizable as such purely externally.

Chapter 4 : Understanding Temperament* â€¢ ZERO TO THREE

According to Dr. David Keirse, educational psychologist and creator of the Keirse Temperament Sorter, temperament is "a configuration of observable personality traits, such as habits of communication, patterns of action, and sets of characteristic attitudes, values, and talents."

Print article The Andersons have two sons: Josh, age 11, and Ryan, age 9. Both boys are bright, achieve well in school, are involved in sports, and have many friends. Yet their parents wonder how two boys in the same family could be so different. Josh moves at a slow pace, is easy going, adaptable, and laid back. Ryan is energetic, intense, quick responding, and races through life at top speed. The differences in behavior between the two boys reflect individual characteristics of temperament, and these differences are powerful contributors to the ups and downs of everyday life in the Anderson household. Temperament describes individual differences which are: Differences in temperament are seen in infants. Some are fussy, sensitive to noises, easily startled and upset, and have irregular eating and sleeping patterns; others are calm and mellow and quickly adapt to regular eating and sleeping routines. Many 8-year-olds are energetic, intense, and quick responding, whether they are eating, playing, or talking with friends. Others have a deliberate tempo, are reflective, and take time to adjust to new situations, new foods, and new people. Thomas and Chess identified nine dimensions of temperament based on their own clinical expertise and on their research with children and families. Temperament dimensions Kristal, describes the level of stimulation necessary to evoke a response. Intensity is the reactive energy of response, whether happy, sad, or angry; it describes how expressive a child is. Adaptability describes how easily a child adjusts to changes and transitions. Mood is the basic quality of disposition. It may be more positive a happy or cheerful child or more negative a cranky or serious child. Thomas and Chess also described three patterns or constellations of temperament characteristics that influence parent-child relationships and family life. How temperament influences family life Individual differences in temperament or behavioral styles are important in family life in several ways because they affect the nature of the interactions among family members. Some children adapt quickly and easily to family daily routines and get along well with their siblings. It is important to note that parents, like children, also differ in temperament. Some are quick reacting and intense, while others are quiet and slow to respond; some are flexible and adaptable, and others are not. For example, certain constellations of temperament such as high activity, intensity, and persistence may be tolerated and valued in boys, but not in girls. Conversely, shyness and sensitivity may be viewed as acceptable in girls, but not in boys. For example, a high-activity, intense child like Ryan may upset and irritate a quiet, slow-paced, reflective parent. An active, quick-responding parent may be impatient with a slow-to-warm-up child, whom the parent may see as lazy or indifferent. Sparks may fly when both parent and child are intense and quick responding. A child with learning disabilities LD often presents extra demands for parents and siblings, which upset the routines of family life: It is easier for a parent to respond to extra demands when a child is positive in mood, adaptable, and approaching, than when he is negative, withdrawing, and easily irritated. For example, a shy and withdrawing child with LD may come to rely on withdrawal as a general way to cope with many stressful situations, including academic tasks. A child with LD whose low persistence is temperament-based may rely on a strategy of giving up in situations when challenged. It is important for parents to understand that there is no single temperament profile that characterizes all children with learning disabilities. Like other children, a child with LD has his own unique and individual temperament. This is not to imply that LD and temperament may not overlap, because in many instances there are similarities between the signs of LD and the characteristics of difficult temperaments, especially in traits of distractibility, intensity, and low persistence. Too often, however, temperament characteristics of a child with LD are assumed to be part of the LD itself, rather than an individual variation in behavioral style. This confusion tends to over-emphasize the idea of disability, and overlooks the individuality of a child with LD. How can understanding temperament improve family life? For example, if you see disruptive behavior as purposeful, you are apt to be irritated, even angry, and to respond negatively or punitively. As parents often learn, many small accommodations in family life can reduce tensions. A highly

persistent child who is deeply involved in a drawing project may need to be reminded several times at regular intervals that the dinner hour or bedtime is close. The old adage that forewarned is forearmed is relevant here. A shy and slow-to-warm-up child does not like surprises or sudden changes in routines. He is comfortable when the daily routines of family life are orderly and consistent, and he needs time to adapt when those routines are upset. A slow-to-warm-up child is more comfortable when he knows ahead of time what changes will occur, and when, and when he is given time to adapt. Similarly, if you can anticipate when and where a highly active, intense, and distractible child will have problems, you can reduce the likelihood of negative outbursts. A long car trip without frequent stops and interesting activities has a high probability of leading to problem behavior. Planning ahead is especially important when traveling with a child with this kind of temperament. It is also important that you know yourself and recognize your own unique temperament, and that you are aware how your behavioral style affects daily life in your family. Awareness of individual differences in temperament provides a positive way to prevent and manage problems that can result from a mismatch of behavioral styles within your family. References Keogh, Barbara K. *Temperament in the Classroom*: Brookes Publishing Company,

Chapter 5 : Four temperaments - Wikipedia

Linda Berens continues to expand our understanding of the four temperaments through the unique contributions; including the core needs, values, talents, and behaviors of the four temperament patterns--as illustrated by The Temperament Targets[®].

Here is a list of the nine traits as found in Figure 6. A Relationship-Based Approach , p. Amount of physical movement Biological rhythms: Comfort in new situations Mood: Amount of time in pleasant, cheerful mood as opposed to fussing, crying, or resisting others Intensity of reaction: Energy level of emotional expressions Sensitivity: Response to sensory information, including light, sounds, textures, smells, tastes Adaptability: Ability to manage changes in routine or recover from being upset Distractibility: How long a child will stay with a difficult activity before giving up Thomas, Chess, Birch, Hertig, Korm, In general, a child will show certain behaviors for each trait. For example, one infant may be extremely active and have an intense need to continually move, while another infant may be happy to move slowly around the environment watching things. One toddler may keep trying something over and over, showing high persistence, until she experiences success, while another may try something one time and, if it does not work, give up trying. One infant may react with high intensity to changes in temperature, such as a cold, wet diaper wipe, and scream loudly. Another infant might have the same physical feeling about changes in temperature but his intensity of reaction is mild; he may make a face, or turn away. This does not mean he feels it less than the screaming infant, and that is an important point for teachers to be aware of with children in their care. The child with the biggest voice may not be the child with the biggest need at the moment. These nine temperamental traits often appear in groupings referred to as temperament types or styles. The three types are as follows: Children with this temperament tend to be easy-going, happy, calm, and adaptable, and have regular sleeping and eating habits. Children with this temperament may be very active, fussy, and have intense positive or negative reactions to a variety of situations. They may also have irregular sleeping and eating habits. Slow to warm or cautious: Children with this temperament may be hesitant or fearful in unfamiliar situations, move slowly, and prefer to watch a situation for a while before joining in. They may have a difficult time with changes, such as having a new caregiver or a shift in the daily schedule. Although it may be easy to imagine that all children fit neatly into one of the three styles of temperament, some children have characteristics of more than one of these temperamental types. Therefore, understanding how an individual child expresses or experiences the nine temperament traits will give you a deeper understanding of his or her unique needs and behavior than a specific style might. Talking with parents and family members will help you further understand the individual temperament of a child. You may also ask families to partner with you in completing a developmental assessment for their child. This information will add details that help you understand the individual needs of their child. You may also wish to share information or resources with parents such as this video on temperament from Zero To Three. This interactive site introduces you to the nine temperament traits and has an online survey you can take to assess temperament traits in adults and children. The IT3 tool is also available in Spanish. Goodness of fit happens when an adult changes expectations and practices to support the unique temperament and abilities of a specific child Center for Early Childhood Mental Health Consultation, n. Over time, and with the support of caring adults, each child can learn to manage his or her own temperament and adjust to the demands of daily life. Here is an example of how an adult might adapt to a child to create an environment where he or she can thrive, experience success, and develop to his or her potential: The adult recognizes that a young toddler needs to observe the other children in the sandbox before entering, and provides support by being nearby, commenting on what the other children are doing, and gently inviting the child to come play when he is ready. Reflection Questions How do your interactions with each infant and toddler in your care differ from one another? How do you support an infant who cries desperately when her father leaves in the morning? How do you respond when a toddler races into the play yard and hardly takes a moment to tell his grandmother goodbye at drop-off? Do you enjoy busy play times or do you prefer the quietness of the afternoon when some children may be napping and you have time to snuggle and

play with one or two infants? What is it that you like about the time you prefer? What does this tell you about yourself and your own temperament? Your feelings and responses to these kinds of daily experiences are signs of your temperament. At the same time, as a care teacher, you are also adapting to the individual temperaments of the children in your care. How do you change how you speak, move, or interact with a child based on what you know about him or her? Does one toddler enjoy a squeeze and a tickle, while another may prefer a gentle touch on the hand? Have you ever cared for children who do not really enjoy being snuggled, even though you really like to hold them close? In reflecting on these questions, do certain children and adults in your life come to mind? Sometimes people think that if the temperaments of the adult and child are similar, it may be easier to establish a fit. This may be true in some cases, such as if the adult and child both prefer quiet, predictable surroundings. But often, people benefit from being with others whose temperaments are quite different from their own. Can you think of a person in your life who may be more outgoing than you are, who draws you into experiences you might otherwise miss? Or do you have a person in your life who holds back a bit and maybe keeps you from jumping into things too quickly? We do not have to be like another person to get along with each other. Reflect on temperament traits you observe with children and ask families to share what they see. Often siblings express very different temperaments from each other and this can be a big adjustment for growing families. Regular, two-way conversations with families can help you to understand each child in your care. The benefits of establishing goodness of fit as you adapt to the individual needs of the infants and toddlers in your group care setting include the following: The following are key considerations as you create goodness of fit to support the temperament styles of the infants and toddlers in your care. Engage with families by asking questions about their infant or toddler, such as the following: How does your child respond to new experiences, such as unfamiliar house guests or going somewhere for the first time? How does your child explore? Does he or she tend to get right in the middle of the action or prefer to watch from a distance for a while? Do children have free access to places where they can be active and busy, and separate spaces to be quiet and still? How might noise levels, bright lights, and room temperature affect each child? How do the spaces for routine care, such as meals and diapering, allow for choices? For example, can a toddler safely climb onto the changing table by herself? Can an infant be held on a lap for a meal or sit in a small chair at a table? Is there plenty of free time for exploration and play, allowing children to follow their interests at their own pace? Do you build in one-on-one time with each infant or toddler to reconnect and be together in a way that works best for each child? Can each child eat when she is hungry and sleep when she is tired? Are you paying attention to how these needs change as children develop? Are transitions—such as from meals to resting, or from outside to inside—predictable and planned in a way that allows each child to adjust to the upcoming change? Is there a balance of indoor and outdoor time in the daily schedule, or free access between indoors and outdoors when weather allows? How might your temperament, expectations, speech, and actions affect each child and the group as a whole? Do you speak loudly or quietly? Do you prefer to be active or quiet? Are you comfortable with predictable routines or do you prefer changing things to make the day more fun? Which children do you find easier to care for and how might that be related to the natural fit of your temperaments? Are there infants and toddlers in your care who need you to adjust your own style? For example, if you tend to be active, is there a child who responds better when you slow down, get quiet, and wait? Do you find ways for an active child to move freely, even if you would rather have her sit near you and read a book? Working to provide a goodness of fit for each child will benefit the entire group of infants and toddlers and will show families that you care, have respect, and are committed to supporting every child. Infant toddler temperament tool IT3. Center for Child and Human Development. Behavioral individuality in early childhood. Infant and toddler development and responsive program planning: A relationship-based approach 4th ed. These guides may be duplicated for noncommercial uses without permission.

Chapter 6 : Understanding Temperament – What are the characteristics? – Great Kids, Inc.

Footnotes: A logarithmic unit, just as the semitone. The size of an interval is $\tilde{A} = \log_2 (f_2/f_1)$ where f_1 and f_2 are the frequencies of the two notes forming the interval, and \log_2 is the log base 2. If the interval is pure, f_2/f_1 is the.

Melancholic people are emotionally sensitive, perfectionistic introverts. Perfectionistic The defining feature of a melancholic attitude is perfectionism. They are idealists who wish for things to be a certain way, and they get distressed when they are not. They hold themselves and others to unrealistically high standards, and get distressed when these standards are not met. This leads to them being self-deprecating - because they do not meet their own standards - and critical of others - because those others do not meet their standards. Their generally dour demeanour comes from their inner struggle between an imperfect world and a desire for perfection. Many melancholics wish to learn and to understand, to know the details of every little thing, because to be ignorant is to stray from perfection. They are not content to just accept things the way that they are. They are inquisitive and ask specific questions in order to come to a clearer understanding. This leads many of them to be overanalytical, neurotic worriers. They are very stubborn, because they try very hard to stick to their own carefully considered views and standards of perfection, and are not easily shifted from this path. They do not go with the flow. They strive for perfection. They are very pessimistic, and assume the worst due to these unrealistic standards. They think and plan before they act; they are not the types who will resort to rash, impulsive behaviour, and will panic if they are unable to plan in advance. Their interests and tastes are picked carefully, and they give a lot of attention to each one, and hold them close to their hearts, rather than having many fleeting interests that change quickly and often. They tend to argue, because they cannot simply let things be if they seem wrong. They argue using reason, evidence, logic, and explanations, delivered analytically or with pleading. They only argue to set wrongs right, rather than to assert dominance. The argument is about the issue, not about them. They tend to prefer things to be tidy, organised in some way or another. Introverted Melancholics are the most introverted of the temperaments in that they crave time alone, and are most at ease in their own company. They can enjoy spending time with others, but this drains their energy, and they need alone time in order to recharge. Much of their introversion comes from their perfectionism. They are picky about the sorts of people that they associate with; people who meet their standards and share their outlook. Once they have someone to talk to in a quiet and relaxed environment, they can talk a lot and will enjoy sharing thoughts and ideas. They are very wary of making friends. They prefer having a few close friends to many acquaintances. They can be seen as selfish, because they prefer to be alone with their thoughts, to have their own things, rather than sharing time or possessions socially with others. They are usually very possessive about the things that they own and are reluctant to let others borrow or use them, because they treat their own things well, care about everything deeply, and will worry that others will not look after them with the same level of care. Sensitive Melancholics are very emotional. They are moved deeply by beauty, and by distress. They are very easily hurt, because of their perfectionistic tendencies. Often their moods are like delicate glass sculptures; built up slowly, deliberately, and carefully, but easily broken, and hard to repair once shattered. They respond to things that they dislike with misery and with tears rather than with rage. They hold grudges, because people who have failed to meet their standards, who have hurt them, will not just suddenly meet those standards without changing drastically. They are not aggressive, and wish to flee from things that cause them distress. If they want to get back at another person, they are more likely to make them feel guilty than to insult them bluntly. Role In our distant ancestors, the melancholic members of a pack may have been the analysts, the information gatherers. They scouted for potential danger, or for food, and reported back to the pack leader. In current society, they often tend towards analytical roles such as scientists, analysts, programmers, logicians, and so on. In fantasy settings, they may be wizards or sages.

Understanding Temperaments The purpose of this short text is to give the reader a basic understanding of the various temperaments and tunings used on keyboard instruments (harpsichord, organ) in the past.

It tells us the "why" of behavior, our motivators, and sources of deep psychological stress. Knowing our temperament patterns tells us our core needs and values as well as the talents we are more likely to be drawn to develop.

Brief History of the Four Temperaments The human community can be regarded as a system, holistic in nature, seeking survival. Throughout the ages, observers of human behavior have repeatedly identified four major patterns or configurations of behavior. Such holistic sorting of behavior patterns has been recorded for at least twenty-five centuries. During the Middle Ages, Philippus Paracelsus described four natures whose behaviors were said to be influenced by four kinds of spirits: Most twentieth-century psychologists abandoned holistic observation of human behavior for a microscopic examination of parts, fragments, traits, and so on. To them, all human beings were basically alike, and individual differences were due to chance or conditioning. Inspired by their work, a modern psychologist, David Keirse, noted common themes in the various observations and the consistent tendency of human behavior to sort itself into four similar patterns. These four major patterns are referred to as temperaments. They describe the ways human personality interacts with the environment to satisfy its needs.

Diplomatic Skill Set Idealists The core needs are for the meaning and significance that come from having a sense of purpose and working toward some greater good. They need to have a sense of unique identity. They value unity, self-actualization, and authenticity. People of this temperament prefer cooperative interactions with a focus on ethics and morality. They tend to trust their intuition and impressions first and then seek to find the logic and the data to support them. Given their need for empathic relationships, they learn more easily when they can relate to the instructor and the group.

Logistical Skill Set Guardians The core needs are for group membership and responsibility. They need to know they are doing the responsible thing. They value stability, security, and a sense of community. They trust hierarchy and authority and may be surprised when others go against these social structures. People of this temperament prefer cooperative actions with a focus on standards and norms. Their orientation is to their past experiences, and they like things sequenced and structured. They tend to look for the practical applications of what they are learning.

Strategic Skill Set Rationals The core needs are for mastery of concepts, knowledge, and competence. People of this temperament want to understand the operating principles of the universe and to learn or even develop theories for everything. They value expertise, logical consistency, concepts, and ideas and seek progress. They tend toward pragmatic, utilitarian actions with a technology focus. They trust logic above all else. They tend to be skeptical and highly value precision in language. Their learning style is conceptual, and they want to know the underlying principles that generate the details and facts rather than the details alone.

Tactical Skill Set Artisans The core needs are to have the freedom to act without hindrance and to see a marked result from action. People of this temperament highly value aesthetics, whether in nature or art. Their energies are focused on skillful performance, variety, and stimulation. They tend toward pragmatic, utilitarian actions with a focus on technique. They trust their impulses and have a drive to action. They learn best experientially and when they see the relevance of what they are learning to what they are doing. They enjoy hands-on, applied learning with a fast pace and freedom to explore.

Things-in-Common
Abstract versus Concrete language-The way we tend to think about things and the way we use words
Affiliative versus Pragmatic roles-The way we prefer to interact with others
Structure versus Motive focus-Where we focus our attention when interacting
These dynamics are always operating in a situation, and if we become polarized along these dimensions as we interact with others, communication can become extremely difficult. However, we need to remember that we have at least one thing in common with every temperament.

Chapter 8 : Lecture: The Four Temperaments

Understanding the temperaments is important is because your temperament has a crucial place in your spiritual life. It can greatly affect your growth as you seek to draw closer to the Heart of Christ.

Home Understanding Temperamentâ€What are the characteristics? We all are born with a unique disposition or way of responding to other people and situations- this is our Temperament. Research indicates that temperament appears early in life and is significantly influenced by environmental experiences even before birth. There is also a lot of research suggesting that even though each person is different, most but not all children fall in one or more of each of the three temperament categories: Personality is the combined impact of temperament and learned experiences on how we cope with the world, along with our sense of self and others. In other words, temperament is a subset of personality. Psychiatrist Alex Thomas and other experts studying individual differences have identified that temperament consists of nine characteristics Thomas et al, , including: We know that these nine temperament characteristics can be grouped into three general temperament types: These children do not adapt to change quickly but can be engaged with extra effort by drawing them in slowly. They also tend to have mild positive or negative responses to stimuli â€ they are very sensitive to bright lights and sounds. These children are highly adaptable to changes in routines and environments. Usually, they are pleasant and easy to console or comfort. These children are strong-willed and intense. They seem to be more irritable and have difficulty adapting to routines and new environments. Even their sleeping and feeding patterns tend to be irregular. It is important to keep in mind that none of these temperamental types has a negative or positive value. One way to support parents with gaining confidence in their parenting abilities is to use The Growing Great Kids curriculum GGK ; it provides a few conversation guides on this topic at different age ranges. The GGK E-Parenting Daily Do is a set of parenting skills designed to growing empathic parenting skills and self-regulation in children. As you know, the E-Parenting Daily Do consist of 3 steps: Ask yourself what your child is experiencing 2. Put her feelings into words 3. Do something to help or support him Parents are encouraged to do the E-Parenting Daily Do many times every day. This will allow for the development of a strong and secure attachment relationship between the parent and the child. When children know and feel that they are understood, they manage their emotions in more appropriate ways â€ this makes them feel secure and protected. As we have this discussed today, all children are born with individual temperamental characteristics. Your role with families is HUGE too! Ghosts from the Nursery: Tracing the Roots of Violence. The Atlantic Monthly Press. The Origin of Personality. Scientific American, pp

Chapter 9 : How a child's temperament affects parents, children, and family life

To use the idea of temperament most effectively, it is important to understand that the four temperaments are not simply arbitrary collections of characteristics, but spring from an interaction of the two basic dimensions of human behavior: our communication and our action, our words and our deeds, or, simply, what we say and what we do.

Does your baby seem withdrawn and detached at times? Or on the contrary, are you concerned that your infant is too fussy and demanding? In either scenario, there is probably no need to fret. Some children are naturally shy while others are naturally outgoing. Babies are individuals with unique traits that shape and characterize their personality. Temperament refers to traits that are present and apparent at birth. Every child has unique needs that parents must meet to promote healthy development. One child may be more sensitive and require more attention and affection to thrive, while another may feel comfortable and content with less interaction. However, certain temperament characteristics are associated with the likelihood of later behavior problems. Research indicates that problem behaviors tend to fall into one of two categories: Early child development experts have found that attentive parenting can help to mitigate these risks. As a parent, you cannot control who your child is at his core. But your actions can help to determine how well rounded and adjusted your child will become as he matures into childhood, adolescence and adulthood. Social and emotional skills begin developing during early childhood. Parents can set the stage for these skills to be learned effectively. Research shows that children with difficult temperaments who are being raised in positive family environments are less likely to have behavior problems than children with difficult temperaments living in dysfunctional families. For example, being overly strict can cause your child to be less confident and less likely to express himself freely. Parents should create and maintain a warm, loving, and nurturing home environment that promotes safety, security, and exploration. All children are different, and ultimately it is up to a mother and father to decide what parenting style works best for their child. Rather than trying to mold your child into who you think they should be, focus on allowing them to become exactly who they are meant to be. Children who are more shy or withdrawn may need extra patience from you. Children who are overly excited or boisterous may require you to sometimes take a more assertive approach. Remain loving, but not smothering. Never force your child to behave or act in a certain way.