

HELP! This Child is Driving Me Crazy

- Remember, difficult means “spirited”.
- Remember to TEACH; help these children learn critical problem solving.
- Phrase expectations positively. Keep directives short and simple.
- Ignore the small stuff.
- Clearly define rules, boundaries, and give choices within the boundaries.
- Use logical or natural consequences that teach important lessons.
- Let these children help more often; they need to stay busy.
- Promote a sense of responsibility.
- Allow opportunities to move and fidget, they need to fidget and move.
- Expect children to repeat important directions. Ask, “What is your plan?” to get them to commit.
- Ask for suggestions; expect children to manage their own behavior with your helpful guidance. If they misbehave, expect them to behave. Ask the question, “What can you do differently that would be a better choice?”
- Use humor when possible.
- Listen more.
- Use I-messages when you have a concern. “I feel worried when you don’t listen because I want to keep you safe.”
- Encourage more than praise.
- Ask children how they feel about what is going on rather than just telling them what you think.

Temperament

Temperament is innate. Over time, the environment and temperament come together to help create a person's personality. When the environment fits well with a person's temperament it is called "goodness of fit" and there are positive behavioral outcomes.

1. Intensity:

(Low) 1-----2-----3-----4-----5 (High)

2. Activity Level:

(Low) 1-----2-----3-----4-----5 (High)

3. Regularity:

(Regular) 1-----2-----3-----4-----5 (Irregular)

4. Adaptability:

(Easy) 1-----2-----3-----4-----5 (Difficult)

5. First Reaction:

(Positive) 1-----2-----3-----4-----5 (Negative)

6. Sensitivity:

(Low) 1-----2-----3-----4-----5 (High)

7. Mood

(Calm) 1-----2-----3-----4-----5 (Intense)

8. Distractibility

(Focused) 1-----2-----3-----4-----5 (Distracted)

9. Persistence

(Patient) 1-----2-----3-----4-----5 (Impatient)