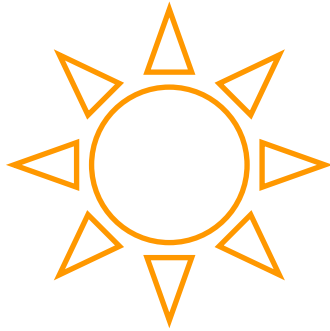




July 2024



Happy Summer!

We are drinking it in and “feeling our oats.”

Sometimes life is so simple—listening to the birds, playing in the water... other times so complex—like learning to hit a ball or ride a bike and gosh, all this communication and autonomy stuff! This month we’re exploring obstinacy, asserting one’s will and efforts to control or contribute. Given how challenging obstinacy can be, thankfully helping our children, also helps us to be better communicators!

This month’s newsletter offers you the opportunity to sort through some of the communication and autonomy stuff.



Parent Support Gathering
Wednesday, July 10
5:30-7p.m.
@Boatyard Grill

- Learn about temperament—consider the characteristics that describe your child and maybe yourselves. Consider using the included pages to create a family chart and reflect on dynamics
- A look at obstinacy and why 2 year-olds can be so defiant!

Maybe a topic to talk more about at our parent support gathering?



Calendar
7/3-7/5 Summer Holidays

July					
M	T	W	Th	F	
	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		



Be sure to review your bill re: individualized 2024-2025 tuition and fees that will be due in September:

- Children enrolled 4 days/week will be 5 days, new contracts will be sent to these families in August
- The increase in tuition also means we ask for payment to increase your last month’s deposit
- Annual materials fees are due

What characteristics would you like your child to have? Maybe you imagined your kid would be a spirited, a curious and playful risk taker, but they're (surprisingly) sensitive, quiet, and cautious. Temperament may have a lot to do with it.

Temperament is biologically determined and describes a person's emotional and behavioral style. Temperament is about how a person responds to others and how easily they adapt to different situations. For the most part, a person's temperament is innate and changes little over their life time, although it can be modified some with experience and learned regulation.

In groups, whether they be families, classrooms, or workplaces, the way we adapt to different demands, situations, environments and others impacts our experience. Sometimes the combinations are great! Sometimes, the fit isn't so good. The compatibility of a person's temperament with their surroundings has been coined *goodness of fit* and can have a strong influence on a person's social and emotional well-being and their ability to get along. When a person's capacities align with the demands of them and the opportunities they have, they are able to develop optimally. Alternatively, mismatches in fit can be challenging and lead to maladaptive functioning.



There are nine main characteristics of temperament.

- 1) **Activity Level** (high/low)
Level of physical activity, motion, restlessness or fidgety behavior that a child shows in daily activities (and which also may affect sleep)*
How much do you need to move around during the day? Can you sit through a long meeting, no wiggling
- 2) **Rhythmicity** or Regularity (regular/irregular)
The presence or absence of a regular pattern for basic physical functions such as appetite, sleep and bowel habits*
How regular is your eating, sleeping, elimination
- 3) **Adaptability** (adapts quickly/slow to adapt)
How easily a child adjusts to change or a new situation, and how well they can modify their reaction*
How quickly do you adapt to a change in schedule or routine, a new place or food?
- 4) **Approach/Withdrawal** (initial approach/initial withdrawal)
The way a child first responds to a new stimulus. This can be to people, situations, places, foods, changes in routines or other transitions*
How do you react the first time to new people, new places, activities or tools?

- 5) Physical Sensitivity/Sensory Threshold (not sensitive/very sensitive)
The amount of stimulation required for a child to respond. Some children respond to the slightest stimulation, and others require intense amounts.
How aware are you of slight differences in noise level, temperature, or touch?
- 6) Intensity of reaction (high intensity/mild reaction)
The energy level with which a child responds to a situation, whether positive or negative*
How strong are your reactions?
- 7) Distractibility (very distractible/not distractible)
How readily a child can be distracted from a task by what's going on in their environment (sights and sounds)*
Are you easily distracted?
- 8) Mood (positive/negative)"
How positive or negative a child's words/behaviors tend to be*
How much of the time do you show pleasant, joyful behavior compared with unpleasant or grouchy moods?



- 9) Persistence/Attention Span (long/short attention span)
The ability to concentrate/stay with a task, w/without distraction*
How long will you continue with a difficult task?

Learn more about how temperament and environment interact with environmental influences to form personality in the article, [When Will My Baby's Personality Emerge?](#)

Learn more about temperament

watch [Flexible, Fearful & Feisty](#) (8:22)



The next 3 pages can be used to assess on the temperaments of your family members and reflect on how differences in temperament may impact family dynamics.

Handout #6 for child assessment, #7 for adults.

For the Chart of Temperament Traits (Handout #8), use a different color of pencil for each person. Plot where they are on each characteristic and draw a line between characteristics, resulting in a chart with two or more individual, up and down lines.

* The nine descriptions for characteristics for children above are direct quotes from this article: [Understanding Your Child's Temperament: Why It's Important](#). In addition, the order of characteristics on this page is based on the tools that follow, which is slightly different than in the article. Look for the great table about how to support your child based on different temperament traits!

Handout #6 The Temperament Assessment Scale for Children

By answering the following questions for each child, you can increase your understanding of the temperaments of the children you serve. Refer to Handout #4 to help complete the scale.

1. **Activity Level.** How much does the child wiggle and move around when being read to, sitting at a table, or playing alone?

High Activity	1	3	5	Low Activity
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2. **Regularity.** Is the child regular about eating times, sleeping times, amount of sleep needed, and bowel movements?

Regular	1	3	5	Irregular
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3. **Adaptability.** How quickly does the child adapt to changes in her or his schedule or routine? How quickly does the child adapt to new foods and places?

Adapts quickly	1	3	5	Slow to adapt
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4. **Approach/Withdrawal.** How does the child usually react the first time to new people, new foods, new toys, and new activities?

Initial approach	1	3	5	Initial withdrawal
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5. **Physical Sensitivity.** How aware is the child of slight noises, slight differences in temperature, differences in taste, and differences in clothing?

Not sensitive	1	3	5	Very sensitive
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6. **Intensity of Reaction.** How strong or violent are the child's reactions? Does the child laugh and cry energetically, or does she or he just smile and fuss mildly?

High intensity	1	3	5	Mild reaction
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7. **Distractibility.** Is the child easily distracted, or does she or he ignore distractions? Will the child continue to work or play when other noises or children are present?

Very distractible	1	3	5	Not distractible
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8. **Positive or Negative Mood.** How much of the time does the child show pleasant, joyful behavior compared with unpleasant crying and fussing behavior?

Positive mood	1	3	5	Negative mood
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9. **Persistence.** How long does the child continue with one activity? Does the child usually continue if it is difficult?

Long attention span	1	3	5	Short attention span
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Handout #7 Your Temperament Assessment Scale

By answering the following questions for yourself, you can increase your understanding of your own temperament.

1. **Activity Level.** How much do you need to move around during the workday? Can you sit through a long meeting without wiggling?

High Activity	1	3	5	Low Activity
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2. **Regularity.** How regular are you in your eating, sleeping and elimination habits?

Regular	1	3	5	Irregular
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3. **Adaptability.** How quickly do you adapt to a change in schedule or routine, a new place or food?

Adapt quickly	1	3	5	Slow to adapt
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4. **Approach/Withdrawal.** How do you react the first time to new people, new places, activities or tools?

Initial approach	1	3	5	Initial withdrawal
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5. **Physical Sensitivity.** How aware are you of slight differences in noise level, temperature, or touch?

Not sensitive	1	3	5	Very sensitive
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6. **Intensity of Reaction.** How strong are your reactions?

High intensity	1	3	5	Mild reaction
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7. **Distractibility.** Are you easily distracted?

Very distractible	1	3	5	Not distractible
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8. **Positive or Negative Mood.** How much of the time do you show pleasant, joyful behavior compared with unpleasant or grouchy moods?

Positive mood	1	3	5	Negative mood
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9. **Persistence.** How long will you continue with a difficult task?

Long attention span	1	3	5	Short attention span
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Transparency/Handout #8 Chart of Temperament Traits

Chart developed by Janet Poole, Faculty, Program for Infant/Toddler Care

	1	2	3	4	5				
High Level	High Activity	Regularly	Adapt Quickly	Approaches	Low Sensitivity	High Intensity of Reaction	High Distractibility	Positive Mood	High Persistence
Low Activity									
Biological Rhythms									
Slow to Adapt									
Withdraws									
High Sensitivity									
Mild Reaction									
Low Distractibility									
Negative Mood									
Low Persistence									
Approach/Withdraw									
Adaptability									
Quality of Mood									
Intensity of Reaction									
Distractibility									
Persistence									

Defiance, Obstinancey and “Not Listening”

We’ve all been there. Taken down by a toddler. It can be so frustrating—
Is it even worth trying to negotiate with a toddler?

Explaining, always explaining.

I do believe in reasoning with children... and, sometimes
I don’t. Sometimes the reason really is just because—
Because you or I say so.

We feel defiant too. Before we know it we’re butting heads.

Defiance is about wanting to have control, a refusal to obey
something or someone else. By extension, learning to listen
and follow instruction is an important task of toddlerhood,
so defiance is something we all must learn to navigate.

Looking for resources, I came upon a few brief and useful
articles. In [Coping with Defiance: Birth to Three Years](#), the
author reminds us “It is a toddlers job to be oppositional.
This is the period in your child’s development when [they]
begin to understand that [they are] separate from you and
can exert some control over [their] world.”

I appreciate that the article recognizes the child’s need to exert
their new found independence and stresses the importance of
validating your child’s feelings *before* setting clear limits. She
also later reminds, *avoid giving in* and states “*ignoring the
behaviors you want to eliminate* is the fastest way to be rid of them.” *Yes!* (but really hard sometimes!!)

Followed by a section on avoiding the “okay?” pitfall—invaluable.



The article, [How to Cope with a Stubborn Toddler](#) also
speaks to the typical nature of defiance. This article high-
lights the value of *picking your battles* and *avoiding saying
“no” too often*. Instead of saying no, stop, don’t, identify
the behavior you want to see. What we say sticks in the
mind... we even suggest to the kids that they tell each
other what they want instead of what they don’t want!

When kids feel recognized and involved, it can be
surprisingly easy to figure out what mutually acceptable
options are. Reflecting further about why your child isn’t
listening, consider the situation. Are they engaged in an
activity? Stopping something they’re enjoying is often
difficult. Rather than have a battle of wills, give a little if
you can, if you have the time. You’re not giving in, your
limit is still the same, they just might get a minute more
to play before having to come participate.

Be sure to reinforce positive listening skills and cooperation,
by letting them know that you appreciate them listening and
helping as you asked. When the moments are rough,
remember that all this really does help.

July Curriculum



Primary Themes

- Community workers—veterinarians
- Birds/Bugs
- Gardening
- WATER
- Camping

Songs

- Old Tofu
- I Like the Flowers
- Patty Cake
- I've Got the Rhythm in my Head
- Calamine Lotion
- Miss Mary Mack
- Dinosaurs Lived Long Ago
- Do-Re-Mi
- Earth, Air, Fire. Water
- Building Bridges

Activities

- Garden tending, nature journals and book making
- Metal inset curvilinear shapes
- Gluing, painting, printing
- Intro weaving and sewing
- Initial sounds and rhyming
- Counting and number games
- Physical agility
- Water Play: pouring, funnels, turtles, frogs, ocean animals

Books

- Old Potato
- Compost Stew
- Wiggling Worms
- The Dead Bird
- Not Just the Driver
- The Little Mouse the Red Ripe Strawberry & The Big Hungry Bear
- *Looking for Veterinarian book...*

