## Pre-K Social-Emotional Learning

### Quick Reference Chart: Temperament Traits

<table>
<thead>
<tr>
<th>Temperament Trait</th>
<th>Low</th>
<th>High</th>
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| **Activity level** — Level of physical activity (energetic or passive) throughout the day. | • Prefers quiet activities  
• Moves at a slow pace  
• Has good fine motor skills  
• Acquires gross motor skills at slower pace  
• Is content to stay put  | • Prefers physical activities  
• Moves constantly and tends to get revved up  
• Has good gross motor skills  
• Likes doing things themselves  
• Learns by doing  
• Needs positive ways to release energy  
• Hard to calm down after high activity  |
| **Regularity** — How regular a child is in terms of biological functions such as sleeping, eating and bowel patterns. | • Has sleep, hunger and bowel patterns that vary from day to day  
• Has difficulty with regular bed/mealtimes  
• Is often messy because of lack of daily routines  | • Needs regular sleep times and mealtimes  
• Has difficulty with changes in bed/mealtimes  
• Can set your clock by them  
• Has more routines in daily behavior  |
| **Approach/Withdrawal** — Reaction to new people, experiences (food, activities), things (clothes, toys) and places. | • Likes familiar things, people, places and events  
• Rejects new things, people, places and activities at first  
• Is cautious; needs time to warm up to new things  
• May act shy initially  
• Learns by watching (observer)  | • Enjoys new things, people, places and events  
• Is quick to try new things  
• Explores everything  
• Can be accident prone if active  
• Is social and outgoing  
• Is a hands-on learner (doer)  |
| **Sensitivity** — How much stimulation it takes to get a response from sensory experiences. | • Has difficulty identifying emotions  
• Has high tolerance for discomfort or pain  
• Has difficulty reading social cues  
• May be unaware of how he affects others  
• Is often seen as tough  | • Is sensitive to sights, sounds, touch, texture and smell  
• Is more distressed by illness and injuries  
• Is easily overstimulated or overwhelmed  
• Is empathetic to others feelings  
• May have feelings that are easily hurt  |
| **Adaptability** — Ability to handle changes and transitions including new situations, changes in routines or changes in caregivers. | • Is inflexible—resists change  
• Has difficulty with transitions, changes and intrusions  
• Takes time to adjust  
• Likes control so power struggles are frequent  
• Needs structure and routines  | • Is flexible—accepts change easily  
• Makes transitions easily  
• Does not need a regular routine or schedule  
• Goes with the flow  
• Is less likely to engage in power struggles  
• May let controlling children take advantage  |
| **Intensity** — How reactive and expressive a child is whether it is positive or negative. | • Is generally quiet and calm  
• May be difficult to read emotions  
• Has difficulty expressing emotions  | • Is loud, dramatic, with strong feelings  
• Has extreme emotions  
• Laughs and cries easily  |
| **Mood** — Disposition or outlook such as happy/sad, content/complaining and friendly/unfriendly. | • Is fussy or cranky  
• Is serious  
• Is easily upset  
• Has a negative attitude  
• Is often difficult to comfort  | • Is happy, smiles and laughs a lot  
• Is generally content  
• Is less easily upset  
• Has a positive attitude  |
| **Distractibility** — How easily distractions interfere with focus and attention. | • Is difficult to distract  
• Is focused; tunnel vision  | • Is highly observant (nothing gets by him)  
• Is easily distracted from tasks or activity  
• Has difficulty concentrating  
• Changes activities often  
• Is perceptive, pays attention to detail  |
| **Persistence/Attention** — How long an activity can be continued without interruption. | • Has poor attention to task  
• Has difficulty practicing new skills or activities  
• Gives up easily  
• Likes adults around to help  
• Is easily frustrated  
• Switches activities easily  | • Has good attention to task  
• Has difficulty stopping an activity or task  
• Is stubborn  
• Practices new task over and over  
• Likes playing alone  
• Is not easily frustrated  |