

## Pre-K Social-Emotional Learning

### Quick Reference Chart: Temperament Traits

<i>Temperament Trait</i>	<i>Low</i>	<i>High</i>
<b>Activity level</b> — Level of physical activity (energetic or passive) throughout the day.	<ul style="list-style-type: none"> <li>• Prefers quiet activities</li> <li>• Moves at a slow pace</li> <li>• Has good fine motor skills</li> <li>• Acquires gross motor skills at slower pace</li> <li>• Is content to stay put</li> </ul>	<ul style="list-style-type: none"> <li>• Prefers physical activities</li> <li>• Moves constantly and tends to get revved up</li> <li>• Has good gross motor skills</li> <li>• Likes doing things themselves</li> <li>• Learns by doing</li> <li>• Needs positive ways to release energy</li> <li>• Hard to calm down after high activity</li> </ul>
<b>Regularity</b> — How regular a child is in terms of biological functions such as sleeping, eating and bowel patterns.	<ul style="list-style-type: none"> <li>• Has sleep, hunger and bowel patterns that vary from day to day</li> <li>• Has difficulty with regular bed/mealtimes</li> <li>• Is often messy because of lack of daily routines</li> </ul>	<ul style="list-style-type: none"> <li>• Needs regular sleep times and mealtimes</li> <li>• Has difficulty with changes in bed/mealtimes</li> <li>• Can set your clock by them</li> <li>• Has more routines in daily behavior</li> </ul>
<b>Approach/Withdrawal</b> — Reaction to new people, experiences (food, activities), things (clothes, toys) and places.	<ul style="list-style-type: none"> <li>• Likes familiar things, people, places and events</li> <li>• Rejects new things, people, places and activities at first</li> <li>• Is cautious; needs time to warm up to new things</li> <li>• May act shy initially</li> <li>• Learns by watching (observer)</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys new things, people, places and events</li> <li>• Is quick to try new things</li> <li>• Explores everything</li> <li>• Can be accident prone if active</li> <li>• Is social and outgoing</li> <li>• Is a hands-on learner (doer)</li> </ul>
<b>Sensitivity</b> — How much stimulation it takes to get a response from sensory experiences.	<ul style="list-style-type: none"> <li>• Has difficulty identifying emotions</li> <li>• Has high tolerance for discomfort or pain</li> <li>• Has difficulty reading social cues</li> <li>• May be unaware of how he affects others</li> <li>• Is often seen as tough</li> </ul>	<ul style="list-style-type: none"> <li>• Is sensitive to sights, sounds, touch, texture and smell</li> <li>• Is more distressed by illness and injuries</li> <li>• Is easily overstimulated or overwhelmed</li> <li>• Is empathetic to others feelings</li> <li>• May have feelings that are easily hurt</li> </ul>
<b>Adaptability</b> — Ability to handle changes and transitions including new situations, changes in routines or changes in caregivers.	<ul style="list-style-type: none"> <li>• Is inflexible—resists change</li> <li>• Has difficulty with transitions, changes and intrusions</li> <li>• Takes time to adjust</li> <li>• Likes control so power struggles are frequent</li> <li>• Needs structure and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Is flexible—accepts change easily</li> <li>• Makes transitions easily</li> <li>• Does not need a regular routine or schedule</li> <li>• Goes with the flow</li> <li>• Is less likely to engage in power struggles</li> <li>• May let controlling children take advantage</li> </ul>
<b>Intensity</b> — How reactive and expressive a child is whether it is positive or negative.	<ul style="list-style-type: none"> <li>• Is generally quiet and calm</li> <li>• May be difficult to read emotions</li> <li>• Has difficulty expressing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Is loud, dramatic, with strong feelings</li> <li>• Has extreme emotions</li> <li>• Laughs and cries easily</li> </ul>
<b>Mood</b> — Disposition or outlook such as happy/sad, content/complaining and friendly/unfriendly.	<ul style="list-style-type: none"> <li>• Is fussy or cranky</li> <li>• Is serious</li> <li>• Is easily upset</li> <li>• Has a negative attitude</li> <li>• Is often difficult to comfort</li> </ul>	<ul style="list-style-type: none"> <li>• Is happy, smiles and laughs a lot</li> <li>• Is generally content</li> <li>• Is less easily upset</li> <li>• Has a positive attitude</li> </ul>
<b>Distractibility</b> — How easily distractions interfere with focus and attention.	<ul style="list-style-type: none"> <li>• Is difficult to distract</li> <li>• Is focused; tunnel vision</li> </ul>	<ul style="list-style-type: none"> <li>• Is highly observant (nothing gets by him)</li> <li>• Is easily distracted from tasks or activity</li> <li>• Has difficulty concentrating</li> <li>• Changes activities often</li> <li>• Is perceptive, pays attention to detail</li> </ul>
<b>Persistence/Attention</b> — How long an activity can be continued without interruption.	<ul style="list-style-type: none"> <li>• Has poor attention to task</li> <li>• Has difficulty practicing new skills or activities</li> <li>• Gives up easily</li> <li>• Likes adults around to help</li> <li>• Is easily frustrated</li> <li>• Switches activities easily</li> </ul>	<ul style="list-style-type: none"> <li>• Has good attention to task</li> <li>• Has difficulty stopping an activity or task</li> <li>• Is stubborn</li> <li>• Practices new task over and over</li> <li>• Likes playing alone</li> <li>• Is not easily frustrated</li> </ul>