

# 16 suggestions for personality types



## Analysts

### Architect

Imaginative and strategic thinker with a plan for everything.

### Logician

Innovative inventors with an unquenchable thirst for knowledge.

### Commander

Bold, imaginative and strong-willed leaders, always finding a way - or making one.

### Debater

Smart and curious thinker who cannot resist an intellectual challenge.

## Diplomats

### Advocate

Quiet and mystical, yet very inspiring and tireless idealists.

### Mediator

Poetic kind and altruistic people, always eager to help a good cause.

### Protagonist

Charismatic and inspiring leaders, able to mesmerize their listeners.

### Campaigner

Enthusiastic creative and sociable free spirits, who can always find a reason to

## Sentinels

### Logistician

Practical and fact-minded individuals, whose reliability cannot be doubted.

### Defender

Very dedicated and warm protectors, always ready to defend their loved ones.

### Executive

Excellent administrators, unsurpassed at managing things - or people.

### Consul

Extraordinarily caring, social and popular people, always eager to help.

## Explorers

### Virtuoso

Bold and practical experimenter, masters of all kinds of tools.

### Adventurer

Flexible and charming artists, always ready to explore and experience something new.

### Entrepreneur

Smart, energetic and very perceptive people, who truly enjoy living on the edge.

### Entertainer

Spontaneous, energetic and enthusiastic people - life is never boring around them.



# Children's Emotional Development: Birth – 10 Years



## Birth - 18 Months

Babies and toddlers live in an emotional world. They are particularly sensitive to the non-verbal aspects of communication: the way they are looked at, spoken to and touched by the most important people in their lives: you! Babies are not able to talk about how they feel, they are not able to calm themselves down and they are not physically able to do much to change things in their environment. It's no wonder they often get frustrated and have big feelings! During this stage, babies are learning about TRUST.

Each time you pick him up and comfort him when he is upset and every time you have fun playing together he is getting messages that strengthen his template for healthy relationships. These messages include: 'When I need help, someone will be there for me.' 'It's fun being with other people' 'The world is a safe place.'

### What babies need:

- A few special adults who will love me, enjoy me, meet all my needs and keep me safe every day
- A consistent and predictable world
- To be held close, gently rock me and talk to me calmly in a soothing tone. I can't settle myself when I'm upset or over-stimulated.
- A calm environment. Please don't fight. Angry or frightened voices and faces feel dangerous to me. Seeing and hearing fighting is as bad as having it done to you.
- An adults touch
- Opportunities to explore and practice a range of movements
- Someone to talk/read/sing with me every day

### What parents can do:

- Provide loving care
- Learn to understand what his body language is telling you he needs
- Respond to his needs
- Help him to manage his feelings and settle his body
- Arrange back-up support for yourself for those times when you need it.

### An example of how babies communicate: Feeding time.

- Get to know your baby's body language signs that say 'I'm hungry' (signs like mouthing/hand to mouth...) Feed him when you see his hungry signs.
- Hold and stay with him, while you feed him.
- Get to know his signs that say, 'I've had enough now' (signs like turning away/pushing away/back arching...)
- Stop feeding him when he shows his 'I'm full' signs.



# Children's Emotional Development: Birth – 10 Years



## 18 months - 3 years

In the first 2 or 3 years of life, the emotional centres of a child's brain is developing more than the 'thinking, planning, reasoning and talking' centres. This explains why toddlers often get very emotional and 'act without thinking'. It also helps us to understand that very young children are not capable of behaviours such as planning to cry just to annoy you or to get back at you.

A toddler's brain is still growing rapidly at this stage with the most growth occurring in the feeling, emotional centres and in those areas relating to physical skills like running, jumping, balancing, feeding and dressing themselves.

To learn and master a new skill we all need to practice that skill over and over again. Toddlers are just starting to enjoy the sense of power that they get from being able to do things by themselves. They need lots of opportunities to practice these new skills – repetition is important. It is important for a toddler to feel good about himself.

At around 18 months children begin to develop a sense of self- of 'me' and 'mine.' Commonly, toddler talk includes phrases like, 'Me too!' 'Wait for me!' 'Me do it!' 'Mine!'

With an awareness of what belongs to 'me' it is often difficult for toddlers to share toys with others. This is an important stage in the child developing a sense of identity and independence. Toddlers have more trouble stopping an action than starting a new one so it is more effective to say to a toddler 'Walk slowly!' than it is to say 'Stop running! Toddlers can be very determined and assertive when they decide they want to do something. They often get frustrated when it doesn't work out the way they'd like. This often happens when they are not physically able to do what they want or when rules/limits don't allow it.

Because the toddler's emotional brain centres are so active, a toddler who is frustrated is likely to react in an emotional way. That's why "big feelings" are common at this stage and why it can be difficult for toddlers to cope with not being able to have what they want.

From about 18 months of age, the centres of the brain which help us to control our impulses are just beginning to develop. At this stage he may 'know' that it is not acceptable to bite people but at times he may not be able to hold back his desire to do it. As the frontal areas of the brain mature children's ability to control their impulses increases. The left side of the brain is starting to grow faster at this stage too as shown in children's language development. While they are still learning to use words toddlers have difficulty expressing their feelings using language. Toddlers who are practicing the new skill of speaking often experiment with the word, 'No!' as they enjoy the feeling of power it gives them.



# Children's Emotional Development: Birth – 10 Years



## 18 months - 3 years

### What toddlers need:

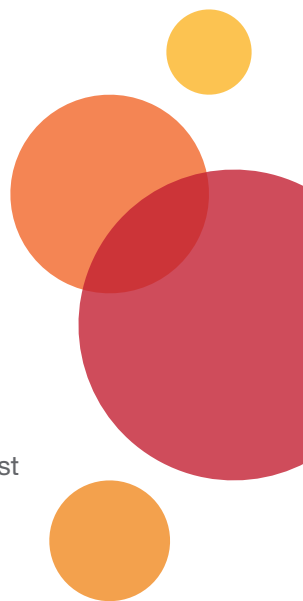
- To feel good about myself when I can do things by myself
- To practice doing new things over and over again
- To try to do new things
- To be kept safe while I explore and experiment. "I might test the boundaries but I need to know where they are"!
- To understand and comfort me when I get frustrated

### What parents can do:

- Understand that toddlers have limited control over their emotional responses
- Support his development of self-control by modelling appropriate responses eg. 'It's not ok to hit Marcus, but you can tell him you don't like it when he takes your truck'
- When he does something that is inappropriate, let him know that what he did is not ok, but that you still love him.
- To help a toddler cope with change provide predictable routines and prepare him for what is about to happen next
- Make opportunities for your child to be successful-give only as much help as he needs
- Show your interest and delight in him as he practices the same skill over and over again
- Accept accidents/spills as a normal part of learning something new
- Provide reasonable, consistent boundaries
- Calm yourself before you respond to your toddler
- Have a support network in place so that you can arrange to have a break when you need it most

### A mealtime example:

- Encourage him to feed herself.
- Serve food in a way that allows him to be successful at feeding himself eg cut food into bite-sized pieces
- Provide a child-sized fork, spoon etc.
- Accept that meal times will be messy.
- Accept that he might say "No!" to some foods
- Allow him to help you with cooking eg stirring, cutting out biscuits, washing dishes.



# Children's Emotional Development: Birth – 10 Years



## 3-6 years

When older children and adults get very emotional, the reasoning or thinking part of their brain gets shut off, and they too, might 'act like a baby' or 'act without thinking'!

Children at this stage still need to practice new skills. Now they have more physical and language skills children have the ability to start making more decisions themselves. To do this, they need to be given more freedom to try new things, while parents still ensure they are safe. During these years, growth of connections in the left side of the brain will speed up. This is the side of the brain that organises and recognises speech and language. Children's use of language increases rapidly, especially when they are included in conversations with other people. At the same time, there will also begin to be more rapid growth in the thinking and reasoning areas of the brain. They will begin to ask lots of questions as they try to work out why and how things happen.

### What children need:

- Opportunities to practice new skills
- Play with children of the same age
- Opportunities to use my imagination and try new things
- Encouragement to make my own suggestions and decisions

### What parents can do:

- Provide opportunities for children to play with their friends
- Give children praise and encouragement for trying, not just for success
- Provide opportunities for him to make decisions about everyday things that concern him  
Eg which clothes to wear

### A mealtime example:

- Allow him to decide how much food to put on his plate.
- Accept his decision to stop eating when he says, 'I'm full.'
- Accept spills as normal.
- Allow him to decide whether he will try new foods.
- Respect that he may dislike a new food.



# Children's Emotional Development: Birth – 10 Years



## 6-10 years

Sometime between the ages of 8 and 10 years developmental growth in both sides of the brain begins to even out, as the 'bridge' between the left and right hemispheres strengthens. Generally this means that children at this stage become better able to manage their feelings, are better able to make decisions for themselves and to understand the reasons and consequences for actions and behaviour.

### What children need:

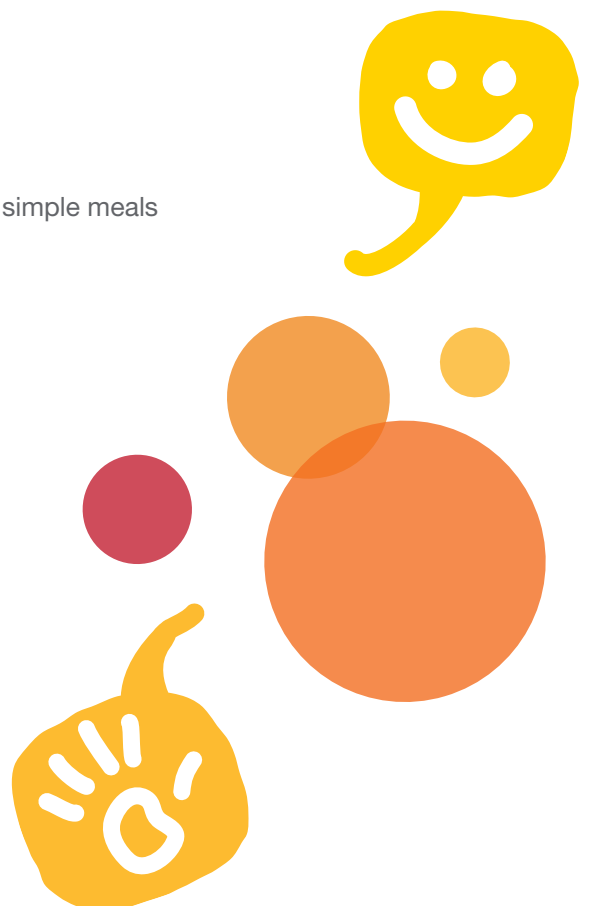
- To be able to achieve something they can feel good about
- To enjoy friendships with children their own age
- To learn how to get along with friends and adults

### What parents can do:

- Provide opportunities to develop special interests and practice skills eg sports/music/games/hobbies.....
- Provide opportunities for socialising with friends eg joining clubs/free play at home
- Offer children choices – within limits
- Support children in their attempts to solve their own problems
- Help children to make and learn rules eg in games
- Celebrate the child's achievements

### A mealtime example:

- Allow children to decide when they are hungry or full.
- Provide food and utensils so that children can prepare snacks or simple meals for themselves and their friends.
- Allow children to make suggestions for family meals.
- Allow children to help with shopping for and cooking meals.



# Family Case Scenario 2



## James, a single dad, cares for his three children.

Adam, aged 6 who demonstrates some challenging behaviours and has recently been diagnosed with ADHD. Sarah, aged 10, is a very nervous child who struggles to make friends. Sam, aged 3, is a very sociable and friendly child.

The only support James gets each week is from his mum who lives nearby and looks after the children two afternoons a week.

The house James has been renting for five years has been sold and will no longer be available for rent. There are no other houses in the nearby area within James's budget so he no choice but to move to the other side of town to where he can afford to rent. The move will mean a change of schools and finding a new day care for Sam.

## Group Discussion



Consider the children in the scenario and what the change of circumstances may mean for each one, take into account each child's;

- Stage of development
- Personality / Temperament
- Gender
- Position in the family

Consider possible impacts on the child's:

- Feelings
- Sense of security
- Friendships
- Behaviours



# Family Case Scenario



## Shalini and Jack Murphy have four children:

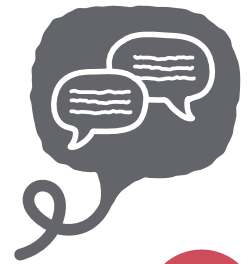
Darren, their sensitive 10 year old son, attends the local primary school; Kieran, their sociable 6 year old son, is in his early years at school; Three year old Kevina their only daughter, is known as the comedienne of the family and has started an early years program this year; and their placid baby boy, 8 month old mason.

The family has recently moved to the country from their home of the last 10 years in the inner suburbs of a capital city, to a rural area where they now live on a small farm property.

While the family was living in the city, Jack went out to work for 5 days each week. Since the move to the country, he works from home.

Shalini has not returned to the workforce since Mason's birth.

## Group Discussion

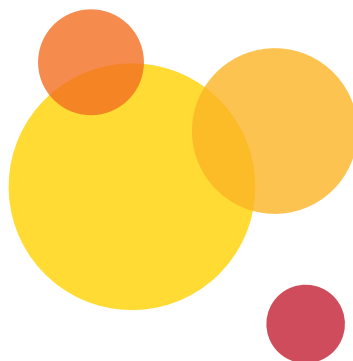


Consider the child in your 'age group' and what the family's change of circumstances might mean for him or her. Take into account, the child's:

- Stage of development
- Personality
- Gender
- Position in the family

Consider possible impacts on the child's:

- Feelings
- Sense of security
- Friendships
- Behaviour





# Mindfulness Bottle



Make your own Mindfulness Bottle. It can support you to be mindful and calm down when you or your children are overwhelmed with big feelings.

## Bring the following items:

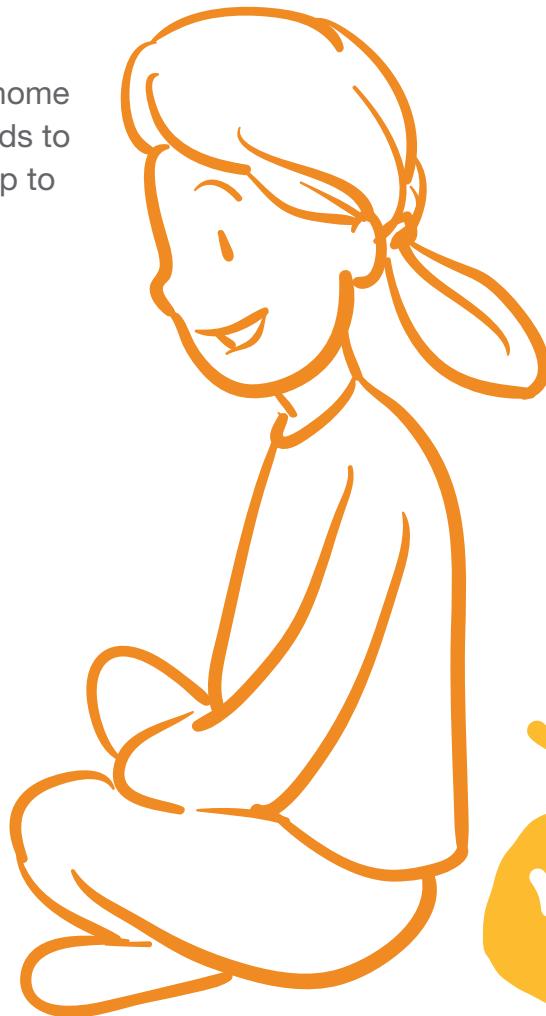
- An empty and clean transparent bottle
- Sparkles or glitter in three or four colors (the tinier the better)
- Glycerin
- Liquid soap

Fill three quarters of the bottle with warm water (not hot, just warm!). Add four drops of liquid soap. Fill the bottle almost to the top with glycerin. Put on the lid and shake the bottle and dissolve soap and glycerin in the water until you have a smooth liquid.

Now the water represents your calm state of mind. Add each color of sparkles or glitter being mindful about one of your feelings. Put the lid back on and your mindfulness bottle is ready.

When you shake the bottle, similar to when we are touched by big feelings, the water gets unclear and the different colors move in all directions and are inseparable and each unrecognisable from the other. As time goes and we are looking at the bottle (and breathing mindfully) the water gets more and more clear and sparkles/glitter settles down to the bottom.

You can use this bottle as a common tool at home with your family members. Anybody who needs to be mindful about their feelings and needs help to manage their big feelings can use the bottle!



# Personality



**Every child's personality is unique to them. Personality helps explain why a child reacts to the world the way he does.**

Below are scales from 1 to 10 for a range of different aspects of personality. Think about your child. Mark a cross where you would place him/her of each scale.



**Complete the scales for each of your children.**



**Now repeat this exercise for yourself.**

Using a different coloured pen, rate yourself against. Compare your ratings with those of your child. Do you find it easier or more difficult, to relate to a child who has a similar personality to your own?



# Reflections on Culture



Name three values you have learnt from your family.

1

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2

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3

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**Then ask yourself:**

- Do you still hold these values today?
- How might they have influenced the way you/ your grandparents/ parents raised their children?
- Are they something you intend to pass on to your own children?

Name three customs that you and your family have around events such as birthdays, Christmas, weddings or funerals.

1

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2

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3

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**Then ask yourself:**

- Are they different from what other people do at these times?  
Think about your friends, people you work with, or people from a different culture.
- How are they different?
- Where do these customs come from for your family?



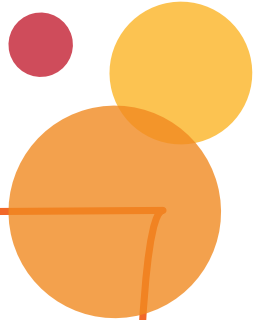
# Reflections on Culture



Draw a visual representation of your own culture.

Try to include some aspects of:

- your beliefs, values and philosophies and ambitions
- your symbols, languages
- your customs, traditions, dress, food, home, lifestyle, behaviours, health practices

A large, empty rectangular box with a hand-drawn orange border, intended for drawing a visual representation of one's culture.

Share your drawing with another participant from a different culture (is possible).  
Talk about how different or similar your culture is from that of the other person.



# Self-care Prescription



Prescription (My self-care activity)	Dose (How long?)	Frequency				
		Daily	Weekly	Fortnightly	Monthly	Yearly
Call or visit a friend or family						
Practice breathing / muscle relaxation						
Walk, play sport or exercise						
Have a bath						
Read a book or magazine						
Have one-to-one time with your partner						
Watch a movie						
Listen or dance to music						
Write, paint or play an instrument						
Cook your favourite meal						
Go out for dinner						
Do some gardening						
See a counsellor						
Go away for a weekend						
Go on holiday						



Name: \_\_\_\_\_

Witnessed: \_\_\_\_\_

Displayed: 

Australian  
Childhood  
Foundation

# Stress Thermometer



**Example:**

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**Example:**

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**Example:**

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**Example:**

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## **Toxic Stress**

intense, frequent and sustained stress experience that targets the child directly

## **High Impact Stress**

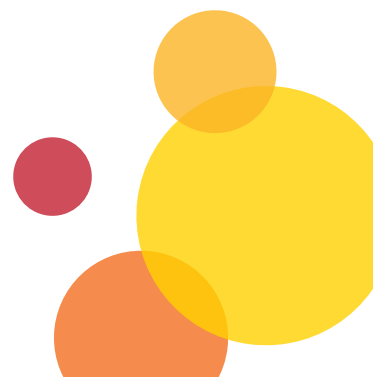
intense adverse experiences that may be sustained over a long period of time

## **Tolerable Stress**

can be managed with the support of caring and trusted relationships

## **Positive Stress**

can promote growth, is manageable and builds resilience



# Your family Case scenario




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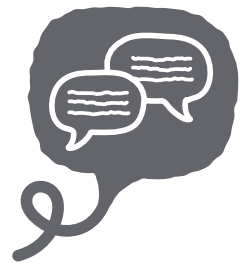
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## Group Discussion



Consider the children in the scenario and what the change of circumstances may mean for each one, take into account each child's;

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