



## Infant-Toddler Specialist Network (ITSN)



# Supporting Infant and Toddler Temperaments: Put it into Practice

Below you will find the vignette for Adam. Read through the vignette and then follow the instructions below.

Adam is 26-months old and has been in Anna and Cristina's classroom for the last nine months. He is an easy-going child, often smiling and running to the door to greet other kids and teachers when they enter the room. The teachers have noticed Adam starting to interact with his peers more intentionally during play. Yesterday in dramatic play, he found a bottle buried in the bucket, handed the bottle and a baby to a peer and said, "Feed baby." After watching Adam stand on tip toe to stack seven blocks with another child (Look Ms. Tina! We made tower! It's soooo big!), Cristina brought paper and crayons over to the block area. "Can you draw the tower you just made with on this paper? Look, like this." Cristina started drawing lines on the paper, and the boys drew a couple of lines and then knocked the blocks over to build again.

Adam and Cristina spend time first thing in the morning reading books in the cozy area. He loves *Brown Bear*, *Brown Bear*, *The Very Hungry Caterpillar*, *Big Red Barn*, and *Freight Train*. Cristina has been pausing at the end of a phrase and prompting Adam to finish it – which he has started to do. Adam likes to turn the pages, even when he's been asked to wait until the page is done, and point to and name the animals and items in the books. When he doesn't automatically point and name the animals or items, he is able to answer questions when Cristina points to them. The *Freight Train* book has been great to help him learn and name shapes and more colors.

Adam is always the first one to run out onto the playground! He is able to climb up the three stairs on the climber, holding onto a teacher's hand or the rail. Anna has spent time modeling for Adam kicking, throwing, and catching basketball-sized balls, and has noticed he tends to throw using his left hand more often than his right.

Adam really enjoys music and movement activities, "Head, Shoulders, Knees, and Toes" and "Jump Up and Down" being among his favorites. When all the kids gather together and sing the "Good morning song" and "Jump Up and Down", Adam joins in, singing the names of each child and copying the actions named in the songs.

Occasionally, when children get too close to him or when he has used his words and the other child doesn't comply with his request, Adam will scream and/or push and/or bite. The teachers have been very consistent in modeling words and phrases for all the children, "Tell him I don't like it when you take my toy, please give it back." The teachers have noticed Adam repeating some of these words in his interactions with peers, "That's mine!" "No." "Give it me!".

Adam is starting to pull his own pants down when it's time to use the toilet, though he still needs help to get them all the way down. With little reminders like, "Flush the toilet and wash your hands.", he sticks his hands in the water to wash and asks for soap and says "I make bubbles!". Anna has been working with Adam to use his foot to operate the pedal on the trash can, instead of his hand.

**ACTIVITY:** Based upon what you now know of Adam, please rate his temperament along with your's, by clicking [here for the Infant Toddler Temperament Tool - Online Toddler version.](#)

**REFLECTION:** Compare and contrast your rating of Adam's temperament with the "Adam – Goodness of Fit" PDF, found on the Supporting Infant and Toddler Temperaments main webpage.

**ACTIVITY:** Based upon the information in the "Adam – Goodness of Fit" PDF, write out 1-2 activities for each of the nine traits that will meet Adam's current temperamental needs and strengths, as well as building his temperamental capacity.

**REFLECTION:** Compare and contrast the activities you wrote down for Adam with the "Adam – Activities based upon GOF recommendations" PDF, found on the Supporting Infant and Toddler Temperaments main webpage.

**ACTIVITY:** Now rate your temperament with that of each child currently in your classroom/program. For each child, write down 1-2 activities for each of the nine traits that will meet that child's current temperamental needs and strengths, as well as building their temperamental capacity.

**REFLECTION:** Was it easier to rate the temperaments of the children currently in your classroom/program than of Adam's? How does your answer reinforce what you now know about the importance of relationships? How will you use this information to build and maintain relationships within your classroom/program? How will you implement these activities into your current daily curriculum/planning?