

Who Is My Child?

Understanding Temperament

Learning Triangle Activity Sheet

“Stars in Your Eyes” from
Clifford the Big Red Dog

Charley realizes that his friends
like him for who he is
rather than what he has.

view

view TV that teaches

read storybooks

I Like Me
by Nancy Carlson

The Crayon Box That Talked
by Shane DeRolf

The Way I Feel
by Janan Cain

view,
read & do
together

do

do related activities

read

Complete the All About Me! activity at
www.pbs.org/parents/clifford/activities
or sing “It’s You I Like” with your child (words and music
at www.pbskids.org/rogers/songLyricsItsYouILike.html).

“Temperament describes the initial state from which personality develops and links individual differences in behavior to underlying neural networks. Temperament and experience together ‘grow’ a personality, which will include the child’s developing cognitions about self, others, and the physical and social world, as well as his or her values, attitudes, and coping strategies.

“From early infancy, children show considerable variability in their reactions to the environment. One child is fearful, has only a brief attention span, and cries even at moderately stimulating play; another child enjoys vigorous play, is not easily distracted, and seeks out exciting events. These reactions, together with the mechanisms that regulate them, constitute the child’s temperament. Temperament is defined as individual differences in emotional, motor, and attentional reactivity measured by latency, intensity, and recovery of response, and self-regulation processes such as effortful control that modulate reactivity (Rothbart & Derryberry, 1981). These differences are biologically based and are linked to an individual’s genetic endowment (Posner, Rothbart, & Sheese, 2007).” [Rothbart, M. K. (2007). Temperament, development, and personality. *Current Directions of Psychological Science*, 16, 207–212.]