

About My **Blue** Child

Here are a few things to know about how

_____ is wired so this year can be a success.
child's name

My child is an **internal processor. They think before they speak.**

You might find that they...

- Don't respond right away to questions—especially if they are unsure of the answer.
- Hesitate to join class discussions.
- Need to be invited to share their thoughts.

My child is **task-oriented. They like the satisfaction of accomplishing things.**

You might find that they...

- Resist moving on before they've fully completed a task.
- Would rather work alone than collaborate with others.
- Typically complete work on time and with excellence, and may get frustrated when they fall short.

These are some of my child's **strengths.**

- Sensitive, emotional
- Creative
- Able to stay focused and calm
- Honest
- Aware of others' feelings
- Thrives with structure and routine
- Problem solver
- Compassionate
- Logical, methodical
- Perfectionist

These are some of my child's **struggles.**

- Can be moody
- Has trouble bouncing back
- Lacks self-confidence
- Shy, guarded
- Struggles when plans change
- Too focused on mistakes
- Can be overwhelmed by crowds, noise
- Hard to please or make happy
- Worried, fearful, overly cautious
- Hesitant to start, spends too much time planning



To motivate my child and bring out their best...

- **Encourage and believe in them.** They will often rise to the occasion if you tell them you think they can achieve something.
- **Be sensitive to their emotions.** Responding empathetically to their emotions helps them move on faster than being cheered up.
- **Be kind in your criticism.** They are deeply sensitive to falling short of expectations and will be hard on themselves when it happens.
- **Offer support.** They may not speak up to ask for help when they need it, but will welcome it when it's offered.
- **Give them time to warm up.** They are often cautious until they get to know and trust others.

It will likely demotivate my child if you...

- **Change plans or routines.** They thrive with predictable routines and may struggle when plans change—especially without notice.
- **Overlook them.** They may come across as shy or reserved, but they want to be noticed and included.
- **Pressure them.** They are their own toughest critic and will respond better to encouragement than critique.
- **Don't give them time to process and perfect.** They like to fully think things through before speaking up or moving on.
- **Have too much noise or chaos.** They can be overwhelmed by crowds and noise (e.g., all-school assemblies) and may need time to recover afterwards.

If you could partner with me to develop my child in one area it would be ...

BUILD-UP GUIDE:

Words to Fill a Melancholic's Needs

Melancholic children are wired to need space and silence, safety, sensitivity, and support.

If you have a Melancholic child in your family, in your classroom, or on your team, consider this your action cheat sheet—a list of things you can do to fill those needs and show them how much you value their innate wiring.

BUILD UP A MELANCHOLIC CHILD BY...

Noticing when they need support.

- › Toddler: “That’s tricky to do all by yourself. What if we work together?”
- › Tween: “I’ll show an example to make sure everyone understands.”
- › Teen: “You must be slammed. How can I help?”

Keeping their secrets.

- › Toddler: “I’m here to listen no matter what you want to say.”
- › Tween: “Thanks for trusting me enough to share that.”
- › Teen: “You can trust I’ll keep this between us.”

Encouraging their creativity.

- › Toddler: “What a great picture! Will you tell me about it?”
- › Tween: “If you want to take lessons, I’d be happy to look into options.”
- › Teen: “I love watching you perform.”

Being sensitive to their emotions.

- › Toddler: “I can totally see why that made you sad.”
- › Tween: “That sounds like a tough day.”
- › Teen: “I’m so sorry that happened. It must have been stressful.”

Helping them feel safe.

- › Toddler: “I promise to stand right here so you’ll know where I am.”
- › Tween: “You can tell me anything. I’m always here for you.”
- › Teen: “Call if you want a ride home and I’ll come right away.”

Believing in them.

- › Toddler: “I knew you could do it. I’m so proud of you!”
- › Tween: “You are totally prepared. I believe in you.”
- › Teen: “They are going to be so impressed by your research and detailed work.”

Helping them formulate a Plan B.

- › Toddler: “If you start to feel overwhelmed, who could you ask for help?”
- › Tween: “Okay, if that happens again, what can you do instead?”
- › Teen: “If you don’t get this position, what is your Plan B?”

Respecting their privacy.

- › Toddler: “I’ll make sure your sister stays out of your room.”
- › Tween: “You can tell me as much or as little as you’d like.”
- › Teen: “I didn’t want to do anything without asking you first.”

Making eye contact when they’re talking.

- › Toddler: “Let’s move to a quiet spot where we can sit together.”
- › Tween: “I want to give you my full attention so I don’t miss any details.”
- › Teen: “Do you want to come get coffee with me and we can chat?”

Giving them time to process.

- › Toddler: “You can tell me your answer at the end of the day.”
- › Tween: “If you decide you want to talk about it, I’m here to listen.”
- › Teen: “Let’s revisit it next week and see how you think and feel then.”

Caution!

Saying or doing things that deprive a child of their innate needs—intentionally or accidentally—won't bring out their best. So, consider this your cheat sheet of words and actions to avoid if you have a Melancholic child in your family, in your classroom, or on your team.

YOU MAY TEAR DOWN A MELANCHOLIC CHILD BY...

Dismissing their emotions.

- › Toddler: "There's no reason to cry about this."
- › Tween: "Don't let it bother you. I'm sure she didn't mean it that way."
- › Teen: "You're still not over that?"

Making them feel guilty.

- › Toddler: "Your cranky mood kind of ruined the day."
- › Tween: "You never want to come with me."
- › Teen: "We paid a lot of money and now you don't want to go?"

Not knowing or giving them all the details.

- › Toddler: "Don't worry about the day's plan. I'll let you know what's next."
- › Tween: "I'm not sure what time it starts. I guess we'll find out if we're late."
- › Teen: "I haven't decided yet whether this will count toward your final grade."

Changing the schedule—especially without notice.

- › Toddler: "I've decided to make one more stop."
- › Tween: "I told them you could play after school today."
- › Teen: "You can do your homework later. I've decided we're all going to the store now."

Allowing them to isolate or withdraw.

- › Toddler: "Go be sad somewhere else. The rest of us are having a good time."

- › Tween: "Tell me what's wrong or don't, but I'm not playing 20 questions."
- › Teen: "Fine. Stay in your room as long as you want. I give up."

Ignoring or interrupting them when they're talking.

- › Toddler: "Let's talk about something other than trains."
- › Tween: "Here's what I think you should do..."
- › Teen: "I can't stop to listen right now. If it's important enough, you can wait."

Not being prepared or having a plan.

- › Toddler: "I didn't think to bring any with me. Oops!"
- › Tween: "I'm not sure what to do. I didn't expect this."
- › Teen: "We can just wing it. I'm sure it will be fine."

Overwhelming them with social obligations.

- › Toddler: "I invited your entire preschool class!"
- › Tween: "Today's busy! You have piano, then softball, then a sleepover."
- › Teen: "The Jacksons are coming on vacation with us. Won't that be fun?"

Trying to cheer them up or pressuring them to have fun.

- › Toddler: "Go run around with the other kids. You'll feel better."
- › Tween: "Would it kill you to smile? This is supposed to be fun."
- › Teen: "It's no big deal, just look on the bright side..."

Pointing out their mistakes.

- › Toddler: "It's almost perfect, but these two pieces are in the wrong place."
- › Tween: "Remember, this is the question you missed on the practice test."
- › Teen: "You played a good game... except for the four missed free throws."

Gauging Innate Needs

Use this exercise to gauge how *full* or *empty* a child's innate needs are right now.

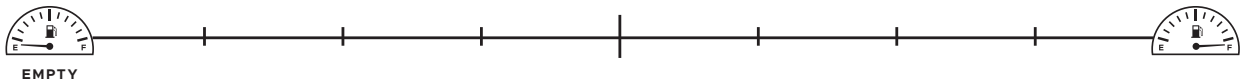
Directions

- Find and mark the four scales for the child's likely temperament. *(You can ignore the gauges for the other three temperaments.)*
- When you're finished, consider these questions:
 - Did the definitions/statements change the way you think about any of the child's needs? If so, how?
 - Did this exercise reveal any of the child's need(s) that you may have been overlooking? What is one way you could start filling that need?

SANGUINE YELLOW

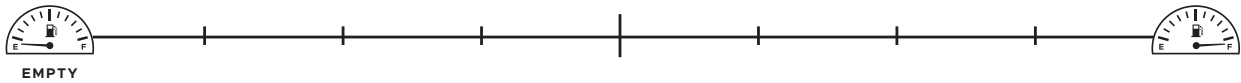
Need: Approval

They feel liked for who they are, flaws and all.



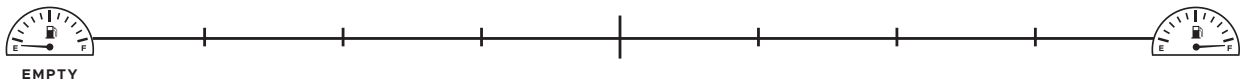
Need: Acceptance

They are often included or invited by others.



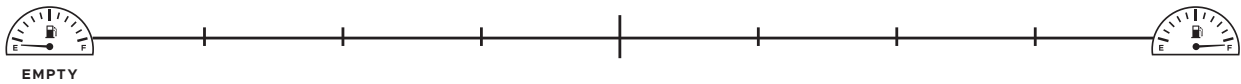
Need: Attention

Others give them focused attention and eye contact when they're talking.



Need: Affection

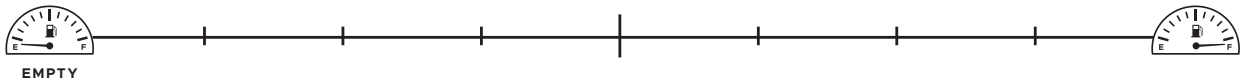
They feel seen and celebrated when they're nearby.



CHOLERIC RED

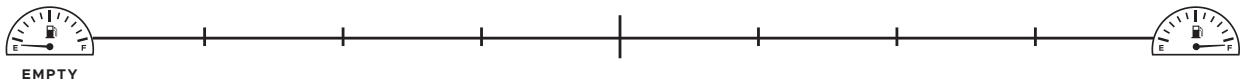
Need: Loyalty

They feel like the people closest to them have their back.



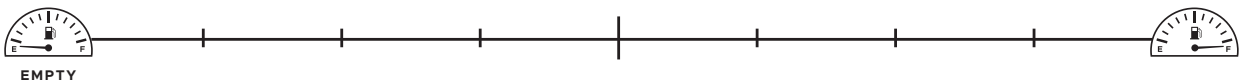
Need: Sense of Control

They are given the freedom to come up with plans, and others typically cooperate.



Need: Appreciation

They are celebrated for their unique contributions (at home, at school, and in friendships).



Need: Credit for Work

The effort they give to tasks is noticed and appreciated.

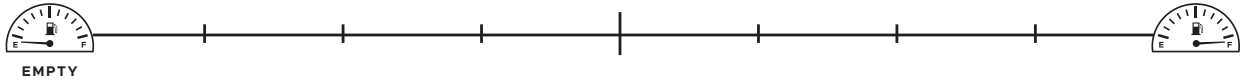


Gauging Innate Needs

MELANCHOLIC BLUE

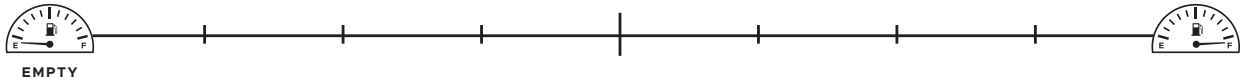
Need: Safety

They feel protected by and able to trust those closest to them.



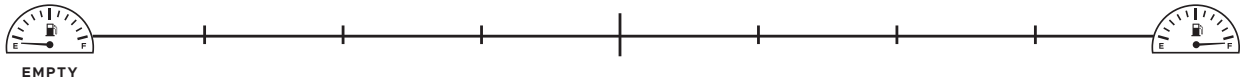
Need: Sensitivity

Others are considerate of their feelings.



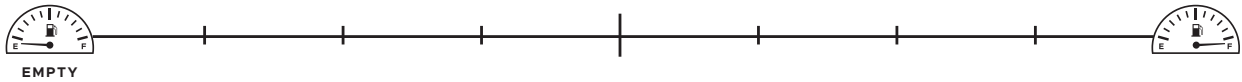
Need: Support

Others notice when they need help and offer it.



Need: Space and Silence

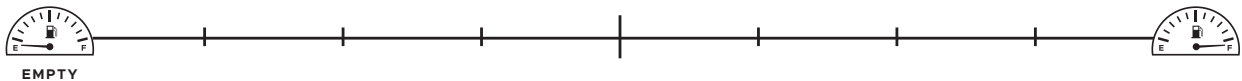
They have time each day that is uninterrupted by noise or people.



PHLEGMATIC GREEN

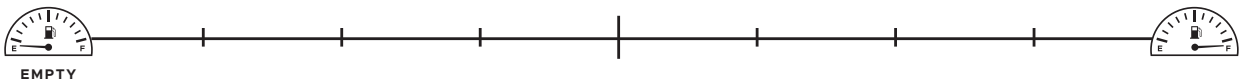
Need: Harmony

They are not engaged in conflict, and everyone around them is getting along.



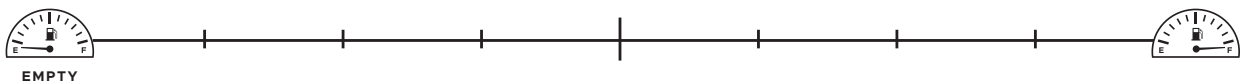
Need: Feeling of Worth

They are celebrated for their unique talents and traits.



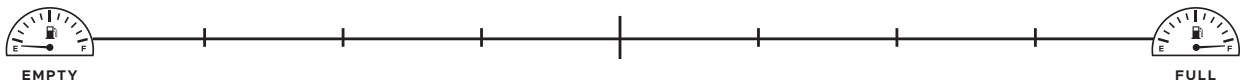
Need: : Lack of Stress

They have time each day to relax and not feel pressured by anyone else.



Need: Respect

Others ask for and value their thoughts and opinions.



SAY THIS, NOT THAT:

Words to Celebrate a Melancholic's Strengths

Words are powerful. The right ones at the right time can change a child's life for good. The trouble is that the wrong words can too.

As a parent, teacher, coach, or other grown-up, every word you say to a child will build them up or tear them down. The choice is yours... after all, every word you use is a word you choose.

Let's look at what to say (and what not to say) to a Melancholic child.

SAY THIS

1 *That was nice of you to notice. Your **sensitivity** makes you such a good friend.*

2 *I love seeing what you think up. You're so **creative!***

3 *Thank you for taking this situation **seriously**.*

4 *I trust you. You have always been **honest** with me.*

5 *I believe you could do this project solo since you **work so well independently**.*

6 *I'm impressed! What a **thorough** plan! You've considered all the details.*

7 *Thank you for hearing my concerns. You are a **great listener**.*

8 *I can tell you put a lot of time and effort into making it **excellent**.*

9 *You've been so **focused** during the study sessions for this exam. You're definitely prepared.*

10 *You have an **eye for accuracy**. Would you review this for me?*

11 *I can always count on you to be **on time**.*

12 *Do you want some extra **time to think** about that?*

13 *That was a big project. You tackled it **methodically** and it turned out great!*

14 *I want to be sensitive to your **schedule** this weekend before I make plans for us.*

15 *I admire how **committed** you are. Nothing seems to distract you from your goal.*

16 *How you approach your schoolwork is so **organized and well thought out**.*

17 *If anyone can **solve this problem**, you can.*

18 *I love how you're always trying to **make things better**.*

19 *You've proven yourself **trustworthy**, so you have my permission to go.*

20 *You two are such **great friends**. It's awesome that you've grown so close this year.*

There is no magic in the sample words and phrases I've provided. Look closely and you may notice that they coincide directly with the list of Melancholic strengths. Building up a child with your words is as easy as affirming the strengths they are wired with.

So, if you ever get stuck coming up with the right thing to say, simply tell a child, "I believe that you are so **(insert strength)**."

NOT THAT

Here are the kinds of words to avoid when speaking to a Melancholic child:

1 *Why are you crying? You can be overly sensitive sometimes.*

2 *Didn't you see that coming? You're usually more prepared than this.*

3 *Why do you always have to be so serious? Lighten up. I was only kidding.*

4 *I'm having a hard time trusting you.*

5 *This is a group effort, not a one-man show. You need to collaborate.*

6 *How much more time are you going to waste before you get started?*

7 *I'm surprised you would make such a careless comment. That hurt my feelings.*

8 *It's good enough. Let's just move on.*

9 *Chill out. How hard can the exam be?*

10 *Of course you had to find the one mistake in the whole document.*

11 *It's not a big deal if we're late.*

12 *I need an answer right now.*

13 *You made that harder than it had to be. You could have finished in half the time.*

14 *I know we were supposed to _____ today, but instead we are _____.*

15 *You're obsessed with that. Dial down the intensity.*

16 *Relax! You're supposed to be having fun.*

17 *Let's just pick something and try it—even if it might not work.*

18 *Enough is enough! You've been tinkering with that forever.*

19 *Rules are meant to be broken sometimes. Loosen up!*

20 *I don't see what's so hard about making friends. Don't you like any of the other kids in your class?*

You don't have to say something intentionally to tear down a child with your words. Anything that undermines or devalues the strengths they are wired with is likely to have a negative emotional impact.

Be on guard for words that may be twisting their strengths or criticizing (rather than coaching them through) their weaknesses.

MELANCHOLIC STRENGTHS

- 1 Creative, often musical and/or artistic
- 2 Sensitive, emotional
- 3 Plays and works well alone
- 4 Serious and purposeful
- 5 Honest
- 6 Detailed
- 7 Able to stay focused and calm
- 8 Forms deep friendships, quality over quantity
- 9 Aware of others' feelings
- 10 Thrives with structure and routine
- 11 Good at arranging and organizing
- 12 Cautious
- 13 Trustworthy
- 14 Compassionate
- 15 Logical, methodical
- 16 Content to stay in the background
- 17 Problem solver
- 18 Great listener
- 19 Likes to be on time, have a schedule
- 20 Perfectionist

MELANCHOLIC WEAKNESSES

- 1 Moody
- 2 Has trouble bouncing back
- 3 Slow to make friends
- 4 Struggles when plans change
- 5 Worried, fearful, overly cautious
- 6 Too focused on mistakes
- 7 Hard to please or make happy
- 8 Can be awkward socially
- 9 Easily overwhelmed in large groups
- 10 Lacks self-confidence
- 11 Cautious, guarded
- 12 Hesitant to start, spends too much time planning
- 13 Gets hung up on details
- 14 Takes everything personally
- 15 Jealous
- 16 Pessimistic
- 17 Judgmental
- 18 Self-sabotaging
- 19 Tends toward hypochondria
- 20 Withdrawn, holds back affection



TIPS FOR MELANCHOLIC GROWN-UPS

With a **Sanguine** Child...

1. *Limit your words.* Details are important to you, but a Sanguine child will tune them (and you) out.
2. *Lean in to their optimism.* They can find the bright side of almost anything. When you find yourself dwelling on bad or sad news, let them cheer you up.
3. *Celebrate your differences.* Their wiring is the opposite of yours. When this causes tension, choose to be grateful for what you can learn from each other.
4. *Give them outlets for their energy.* Your need for space and silence is likely to be overwhelmed by their volume, restlessness, and desire for constant company. Try to proactively solve this problem by teaching them that they can be loud outside or that you like hugs before bedtime.

With a **Choleric** Child...

1. *Don't take it personally.* Their tendency to argue and challenge is not a reflection on you, your intelligence, or your competency.
2. *Give them the space and freedom to make decisions.* Choleric children insist on doing things “their way,” which will sometimes conflict with “the right way” in your opinion. When the stakes are low, let them give it a try.
3. *Provide opportunities for them to have some control.* Look for occasions when you can (safely) let them be in charge. But be forewarned: You may have to keep your perfectionism in check.
4. *Keep communication short and to the point.* Skip the supporting details unless they push you to prove your point. The shorter, the better.

With a **Melancholic** Child...

1. *Don't transfer your fear and worry onto them.* Even though you share the same wiring, you have very different life experiences. Allow them to make up their own mind rather than inheriting your views, fears, and worries.
2. *Use criticism and correction gently.* You know the toll that harsh words can take on a *blue* child who is already so hard on themselves. Speak gently.
3. *Make room for mistakes.* Disconnect your affection from their achievement so it is not implied that they are unworthy or unloved when they make mistakes.
4. *Prepare them; don't scare them.* Teach them how to cope with (rather than be controlled by) anxious thoughts. Leverage their natural problem-solving skills with questions like, “*What’s your Plan B?*” and, “*What could you do differently next time?*”

With a **Phlegmatic** Child...

1. *Be kind in your criticism.* Aim to be direct, yet gentle. Harsh or constant criticism will cause a *green* child to withdraw and give up.
2. *Leave out unnecessary details.* A Phlegmatic child can quickly get overwhelmed by too many details. Say only what’s necessary to get your point across.
3. *Don't nag or lecture.* Phlegmatics do not aim for or expect perfection like you do. Nagging or lecturing will not change this; it will only trigger resentment.
4. *Watch your moods.* To an agreeable *green* child, your tendency toward moodiness can feel controlling as they constantly adjust to your emotional state, and they will start to shut down.



TIPS FOR PHLEGMATIC GROWN-UPS

With a **Sanguine** Child...

1. *State expectations clearly so they know what is required.* If you want something done a certain way, say so. Otherwise, a Sanguine is likely to get creative (or distracted).
2. *Show enthusiasm with your body language.* Even if it feels forced or unnatural to you, try to match their emotion with an extra big smile, an audible laugh, or maybe even jazz hands once in a while.
3. *Verbalize your affection and love.* Don't just think it, say it! Anytime you feel warmly toward a Sanguine child, speak up. They long to hear your words of affirmation.
4. *Try to appreciate and find joy in their energy.* When they're ready for the next adventure and you're ready for a nap, try to be delighted (rather than overwhelmed) by their zest for life.

With a **Choleric** Child...

1. *Try to stay calm.* In the face of a Choleric's power, control, and energy, lean in to your natural ability to stay calm in the midst of chaos.
2. *Advocate for yourself and your ideas.* It won't occur to a Choleric child to ask for your opinion or consider your feelings.
3. *Try not to let their strong will overwhelm you.* Choleric children crave debate, competition, and challenge. So, you may have to work hard to find the harmony and lack of stress you need.
4. *Stay consistent with rules, discipline, and punishment.* Choleric children will push the boundaries in search of safety and structure. Backing down or letting things slide will only make them push harder.

With a **Melancholic** Child...

1. *Avoid becoming “emotional Velcro.”* You are wired to accommodate and adjust to others’ moods, but guard against being dragged up and down too much by a Melancholic’s emotions.
2. *Pay attention to the details.* You may feel overwhelmed or paralyzed by too many details, but a Melancholic child will feel prepared and empowered.
3. *Model patience and contentment.* Your wiring can help a *blue* child learn how to be patient with themselves and content with the world, even when things aren’t perfect.
4. *Speak up when they shut down.* When they isolate or slip into silence, fight your urge to ignore the situation and hope it goes away. It’s your job as the grown-up to dig deep and stay engaged until they are back on track.

With a **Phlegmatic** Child...

1. *Lead the way in uncomfortable conversations.* You are both wired to avoid conflict and confrontation. Even though it doesn’t come naturally, as the grown-up, you’re responsible for speaking up first when there’s an issue to be addressed.
2. *Embrace the extra work.* Supporting a child’s interests will likely mean extra work for you. You may have to give them rides, manage schedules and gear, or even be their coach. Try to rise to the occasion when required.
3. *Create structure... and stick to it.* Establishing routines will help you create the chaos-free environment a *green* child craves without ongoing effort needed from you.
4. *Make sure your feedback is consistent.* You know firsthand how much a *green* child wants to avoid disappointing anyone. Make sure you’re on the same page as their other parent, teacher(s), or coach(es) to avoid giving them conflicting information and putting them in a no-win situation.



TIPS FOR CHOLERIC GROWN-UPS

With a Sanguine Child...

1. *Resist the urge to multitask.* A Sanguine child's stories can be wordy. You may be tempted to knock out a task or two while you (half-heartedly) listen, but they deeply crave your undivided attention and eye contact.
2. *Let them make their own decisions.* They'll show off their sparkle if you let them choose things for themselves.
3. *Tone down your volume.* The most effective way to get them to moderate their volume is to moderate yours.
4. *Relax and have fun (at least try to).* Think of this as an item on your to-do list. It may not feel productive at the time, but it will have a huge relational payoff.

With a Choleric Child...

1. *Prepare for battle.* It might feel like a daily fight to prove who is the adult. Though you'll be inclined to power up, instead pause. Then show curiosity and interest. It will be more effective.
2. *Try not to pull rank.* You know how it feels when your opinion isn't considered. Seek their input whenever possible. Even when it won't ultimately change your decision, allow them to be part of the discussion.
3. *Redirect toward solutions.* Since you're both skilled debaters, discussions may drag way past the point of being productive. Steer toward resolution to avoid getting stuck in endless arguments.
4. *Give them opportunities to choose and make decisions.* Sure, you could (and let's be honest, would be happy to) make every decision. That makes it an even more meaningful gift when you let a Choleric child decide.

With a **Melancholic** Child...

1. *Go out of your way to encourage them.* A *blue* child wants to please you and will get easily discouraged if they think they're falling short. Though it may not come naturally, compliment and praise them effusively.
2. *Be patient.* You may feel like their slower pace is unproductive, but remember, they are wired for planning, problem-solving, and perfection. While you're aiming for done, they are aiming for excellence.
3. *Don't add fuel to the fire.* Melancholic children are already so hard on themselves. When they don't meet your expectations, remember that they are more upset about it than you are.
4. *See their sensitivity as a strength.* They are attuned to emotion; you are intolerant of emotion. Be careful not to criticize one of their greatest strengths just because you can't relate.

With a **Phlegmatic** Child...

1. *Dial down your intensity and speed.* A Phlegmatic child will never match your sense of urgency. They are wired to move slower. Whenever possible, defer to their pace.
2. *Motivate their way, not yours.* A Phlegmatic child is more motivated by support and encouragement than threats and challenges.
3. *Solicit their opinions and ideas.* In the face of your decisiveness, a Phlegmatic child will not proactively speak up—especially if they disagree with you. Try to pause and ask for their thoughts.
4. *Help them discover their interests.* If you want to get a Phlegmatic child moving, find what interests them. (It's often just one or two things.)



TIPS FOR SANGUINE GROWN-UPS

With a Sanguine Child...

1. *Be an active listener.* When they're telling a story, give them the eye contact and undivided attention you crave. And do your best not to interrupt or add your own commentary.
2. *Share the stage.* Be intentional about creating opportunities for them to outshine you. Let them lead the class discussion or tell the funny story from your last vacation.
3. *Check the facts.* Before getting too carried away by emotion or enthusiasm, help each other slow down and consider: What are the facts of this situation? Is this wise? Is it safe?
4. *Establish systems.* You won't be able to rely on them to remember their rehearsal schedule or where they set down the car keys. So do your best to establish organizational systems to keep you both on track.

With a Choleric Child...

1. *Tone down your enthusiasm.* Choleric children are energetic and adventurous like you, but even they will not want to match your energy level most of the time.
2. *Not everything needs to be fun.* Some of what you would call "fun," they would call "foolish." Choleric children do not want to look stupid or play games they cannot win.
3. *Give facts.* Choleric children are rarely persuaded with emotional arguments like, "It might hurt her feelings if you don't go." Logic is your strongest weapon.
4. *Use fewer words.* Choleric children stop listening the minute they get the gist of what you're saying. If you want them to hear you, get to the point quickly.

With a **Melancholic** Child...

1. *Avoid oversharing or calling attention to them.* A *blue* child does not want to be the topic of your story or punchline of your joke unless they have given you permission.
2. *Focus on facts and details.* Precision and accuracy are important to Melancholics. They do not want to be unprepared or late, so give them the facts and keep an eye on the time.
3. *Make space for their feelings.* Your naturally sunny attitude can make you almost allergic to others' unpleasant emotions, but a *blue* child doesn't want to be cheered up instantly. They crave empathy, not optimism.
4. *Avoid judging a book by its cover.* A Melancholic child may be having a great time even if they aren't smiling or bubbling with enthusiasm. They are wired to be serious or reserved, which means fun looks different on their face than yours.

With a **Phlegmatic** Child...

1. *Be a cheerleader.* You are wired to be an inspiring motivator. Leverage that strength when a Phlegmatic child could use a nudge to speak up or join in.
2. *Avoid poking fun.* Be careful that your desire for humor and fun doesn't come at the expense of a *green* child who already tends to struggle with doubt and self-worth.
3. *Let them recharge.* Your endless need for fun and people can exhaust a Phlegmatic child. Pay attention to nonverbal cues that suggest they've had enough. Or better yet, ask them if they need a break.
4. *Stay on time and on task.* Both *yellows* and *greens* tend to lose track of time and get distracted from goals. As the grown-up, try your best to keep things on track.

About My **Blue** Child

Here are a few things to know about how

_____ is wired so this year can be a success.
child's name

My child is an **internal processor. They think before they speak.**

You might find that they...

- Don't respond right away to questions—especially if they are unsure of the answer.
- Hesitate to join class discussions.
- Need to be invited to share their thoughts.

My child is **task-oriented. They like the satisfaction of accomplishing things.**

You might find that they...

- Resist moving on before they've fully completed a task.
- Would rather work alone than collaborate with others.
- Typically complete work on time and with excellence, and may get frustrated when they fall short.

These are some of my child's **strengths.**

- Sensitive, emotional
- Creative
- Able to stay focused and calm
- Honest
- Aware of others' feelings
- Thrives with structure and routine
- Problem solver
- Compassionate
- Logical, methodical
- Perfectionist

These are some of my child's **struggles.**

- Can be moody
- Has trouble bouncing back
- Lacks self-confidence
- Shy, guarded
- Struggles when plans change
- Too focused on mistakes
- Can be overwhelmed by crowds, noise
- Hard to please or make happy
- Worried, fearful, overly cautious
- Hesitant to start, spends too much time planning



To motivate my child and bring out their best...

- **Encourage and believe in them.** They will often rise to the occasion if you tell them you think they can achieve something.
- **Be sensitive to their emotions.** Responding empathetically to their emotions helps them move on faster than being cheered up.
- **Be kind in your criticism.** They are deeply sensitive to falling short of expectations and will be hard on themselves when it happens.
- **Offer support.** They may not speak up to ask for help when they need it, but will welcome it when it's offered.
- **Give them time to warm up.** They are often cautious until they get to know and trust others.

It will likely demotivate my child if you...

- **Change plans or routines.** They thrive with predictable routines and may struggle when plans change—especially without notice.
- **Overlook them.** They may come across as shy or reserved, but they want to be noticed and included.
- **Pressure them.** They are their own toughest critic and will respond better to encouragement than critique.
- **Don't give them time to process and perfect.** They like to fully think things through before speaking up or moving on.
- **Have too much noise or chaos.** They can be overwhelmed by crowds and noise (e.g., all-school assemblies) and may need time to recover afterwards.

If you could partner with me to develop my child in one area it would be ...
