



Acknowledging God as Creator

- Your child has been uniquely fashioned by God.

Psalm 139:14 "I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well."



Acknowledging God as Creator cont'd

- Children have been given talents and gifts.
 - With each talent/gift comes a natural weakness.
 - Draw on your child's strengths and help them overcome or accept their weaknesses.
 - Acknowledge differences
 - Pursue growth
- Your Child has been designed for a purpose by God. *Eph. 1:11*



Accepting Who God Created Them To Be

- Your hopes/expectations – God's hopes/expectations
 - Parents sometimes have hopes, dreams, and expectations for their children that are not in line with who God has created their child to be.

Accepting Who God Created Them To Be cont'd

- **Teach child their value is from their Creator rather than what they do, accomplish, or what others think of them.**
- Developing their identity
 - By helping a child understand and accept both his/her God-given talents and natural weaknesses, the child will be freed up to develop a healthy sense of who God created him/her to be.
- Avoid the comparison trap:
 - For parents - when you base your "goodness" on how you rate among other parents your child will do the same.
 - For children – view them in-light of what God says about them.

Acceptance and Change

- Start with acceptance
 - *Romans 15:7* "Wherefore receive ye one another, as Christ also received us to the glory of God."
- When children experience acceptance, they have the foundation to grow and change from there.
 - Accept active child and help them harness this in a healthy way.
 - Accept docile child and help them engage life.
 - Be careful not to try and make the child you.

Personality and Personal Responsibility

- Personality and temperament should not be used as an excuse for sinful or inappropriate behavior.
 - Each person is responsible for their choices regardless of personality.
- Some sins will be more difficult for your child than others.
 - Example - a very verbally, expressive child, may have to be more careful about engaging in gossip.
 - A child who internalizes emotions and tends to review and "replay" them may tend to "dredge up" issues from the past that need to be let go.

Temperament

- Temperament is God-given.
- It comes from a combination of:
 1. Heredity
 2. Neural factors (brain wiring)
 3. Hormonal factors
- These factors affect how an individual responds to the environment.

Rothbart & Derryberry, 1981

Some Aspects of Temperament

- The following are commonly identified in childhood that are found to endure into adulthood:
 - Persistence:** the length of time an activity is pursued by an individual; especially, how long a person can continue working on an activity in the face of obstacles.
 Low 1 ----- 2 ----- 3 ----- 4 ----- 5 High
 - Predictability:** the degree to which someone's lifestyle is characterized by regular routines and functions versus being more irregular and unpredictable.

Chess & Thomas, 1996

- c. Threshold of responsiveness:** the intensity level of a stimulus required to get a response from someone.

- Some people are very "touchy" while others require significant "prodding" to get them to respond.

- d. Distractibility:** how the person responds to the effects of distractions and interruptions.

- Some people are highly focused, while others' minds wander easily from topic to topic.
- Some people don't mind interruptions while others are greatly bothered when something or someone disrupts them.

Chess & Thomas, 1996

- e. Activity level:** the degree of activity a person inherently possesses; how active or passive he or she is.

- f. Approach or withdrawal:** the nature of a person's response to new things and experiences in life (e.g. trying new things, meeting people, etc.).

- g. Adaptability:** the speed and ease with which a person can "shift-gears" in response to a change in the environment or circumstances.

Chess & Thomas, 1996

- h. Intensity of reaction:** the amount of energy used in the expression of moods; how intensely someone expresses his emotions.

- i. Quality of mood:** positive mood (pleasant, joyful, friendly) versus negative mood (unpleasant, blue, critical).

- Within limits, temperament can be moderated by environmental factors, the responses of others, and personal choices.

Chess & Thomas, 1996

Your Child's Temperament and Parenting

Parents often fall into one of three categories.

1. Brilliant
 2. A few things to learn
 3. Need to get it together
- This is often determined by which of the three categories your children fall into:
 1. Easy
 2. Slow to Warm Up
 3. Difficult

We need to learn how to cut each other slack and be open to feedback from those who know us best. (McDonalds – Paci)

Time and Attention cont'd

- How does your child receive love:

- Words of Affirmation
- Physical Touch
- Quality Time
- Acts of Service
- Gifts



- Purposefully speak your child's love language.
- Develop a list of things to do with each child *that are meaningful to the child.*
- Work to find some "one-on-one" time with each of your children.

Personality and Responsibility cont'd

- When the truth and our feelings are in conflict, we must follow truth rather than feelings.
 - "Stretch" and "adjust" to doing things in ways that don't necessarily feel easy or natural.
- This is difficult and necessary in parenting.
- **Parents need to meet children where they are whether that is through your strengths or your weaknesses.**

"Seek First to Understand"

- Better understanding your child's personality/temperament can help put context to their behavior.

Understanding Helps Cultivate:

- Patience
- Appreciation
- Growth
- Working together against challenges rather than working against each other.

One Thing

What is the 1 thing you will take away and start working on today?