# ***FLOWER CHILD***

- Does the child sometimes burst into tears after nothing more than a gentle glance or mild correction?
- When given even constructive feedback, does the child show an unusually strong emotional reaction?
- Does the child gravitate toward quiet, structured activities such as dot-to-dot, tracing, or coloring?
- Do these calming pencil-and-paper tasks noticeably soothe the child after an upsetting experience?
- Do words of praise or criticism seem to affect the child's mood for hours—or the entire day?
- After hearing a harsh tone, does the child withdraw, appear hurt, or start crying?
- When the child begins a story, does interrupting or hurrying the tale cause visible distress?
- Does the child often speak in long, detailed monologues that require patient listening?
- When allowed to finish without interruption, does the child appear more relaxed and confident?
- In classroom settings, does the child learn or behave better with male teachers than with female instructors?
- Does a softly-spoken male teacher or aide seem to put the child immediately at ease?
- Conversely, does any yelling from an adult quickly shut the child down or lead to tears?
- During group activities, does the child tend to stay close to calm male authority figures?
- When homework time arrives, does the child respond positively to a father, grandfather, or older brother simply sitting nearby?
- Does the child become anxious if the helper begins to take over the work instead of offering gentle prompts?
- Is the child acutely sensitive to even subtle signs of judgment—such as sighs, frowns, or rushed instructions?
- Do quiet words of encouragement visibly boost the child's willingness to keep trying?
- Does the child focus best when the home or classroom environment is peaceful and orderly?
- After a noisy incident, does the child need extra time or a soothing activity to regain composure?
- Does the child frequently apologize for very small mistakes, seemingly fearing disapproval?
- During peer conflicts, does the child prefer withdrawing rather than confronting others?
- Does the child maintain high levels of eye contact with trusted adults to gauge their emotional state?
- When feeling safe, does the child's creativity—elaborate drawings, imaginative stories—expand noticeably?
- Do crowded spaces or overstimulating media quickly overwhelm the child?

- Does the child ask for help but then resist if the helper starts doing the task for them?
- Have brief, guided breathing or mindfulness moments proven helpful in easing the child's emotional spikes?
- Does a consistent, predictable routine reduce the frequency of sudden tears?
- When spoken to in a calm, even tone, does the child recover from setbacks more rapidly?
- Do attentive male role models become strong anchors for the child's self-esteem and motivation?
- Overall, does a nonjudgmental, patient approach lead to noticeable improvements in the child's academic engagement and emotional stability?

# ***STREAM CHILD***

- Does the child spend long stretches playing alone in an elaborate make-believe world?
- When left to solo play, does the child seem perfectly content rather than lonely?
- While watching movies or reading, does the child prefer to sit very close to a trusted adult for quiet comfort?
- Does the child gravitate toward soft, silky, or textured objects—stroking clothes, blankets, or plush toys for sensory pleasure?
- Do you notice the child running fingers along fabrics, walls, or furniture purely to feel the surface?
- Is the child's body language—folded arms, turned shoulders, tightened posture—often more revealing than words?
- Do eye-rolls, raised eyebrows, or subtle facial shifts serve as the child's primary way of expressing disagreement or frustration?
- When the child folds arms or averts eyes, is that a sign of discomfort or withdrawal rather than defiance?
- Does the child take extra time to "warm up" in new social settings, observing quietly before joining in?
- In unfamiliar environments, does the child hover near walls or trusted adults like a cat sensing the space with whiskers?
- After experiencing hurt feelings, does the child brood or remain downcast for several days rather than shake it off quickly?
- Do small criticisms or abrupt corrections linger with the child far longer than expected?
- When routine changes abruptly—new teacher, rearranged furniture—does the child become anxious or withdrawn?
- Does introducing change gradually (previewing, rehearsing, or using visual schedules) help the child adapt more peacefully?
- Does the child thrive on predictable patterns—same bedtime ritual, identical seat, familiar route?
- When the child makes a mistake, does a gentle demonstration work better than verbal reprimands?
- Do precise, concrete instructions ("Place the blue cup on the top shelf") yield better results than vague requests?
- Does the child shut down or resist when adults raise voices or use harsh tones?
- In class, does modeling a task step-by-step help the child replicate it accurately?
- Does offering the child a soft item (stress ball, fabric square) improve focus during lessons?
- When group play becomes loud or chaotic, does the child drift to a quiet corner rather than join the noise?
- Does a calm, low-stimulus workspace enhance the child's concentration and mood?
- Are miscommunications often resolved by observing the child's posture and facial cues rather than pressing for verbal explanations?

- Does the child respond well to reflective listening—paraphrasing observed feelings instead of probing with rapid questions?
- When praised, does the child blush or look away, signaling modesty more than indifference?
- Do new textures or scratchy clothing tags cause visible discomfort or distraction?
- Before attempting challenging tasks, does the child prefer to watch demonstrations quietly rather than dive in immediately?
- When peers approach too quickly, does the child step back or turn sideways before eventually engaging?
- Does the child display heightened awareness of others' moods, mirroring tension or calmness in the room?
- Overall, does patient, sensory-aware guidance—combined with gradual change and precise language—produce the most positive responses from the child?

# ***JEWEL CHILD***

- Does the child naturally seek comfort or advice from their mother, older sister, or another nurturing female figure?
- In contrast, does the child appear tense or guarded around their father or brother, especially during disagreements?
- When a male caregiver raises a concern, does the child withdraw, become defensive, or avoid eye contact?
- Does the child seem highly sensitive to criticism, even when feedback is delivered gently?
- After a small mistake, does the child hurry to "fix" it or over-apologize, hoping to regain approval?
- Do you notice the child gravitating toward activities where they already excel—art, math, reading—to minimize the risk of failure?
- When presented with a brand-new challenge, does the child hesitate unless assured they can succeed?
- Does praising effort rather than results motivate the child to persevere through difficult tasks?
- If the child receives public recognition, does their confidence noticeably increase in other areas?
- Conversely, after a critical remark, does the child avoid similar tasks for a while?
- During discipline moments, have you tried inviting the child to help decide an appropriate consequence?
- Does collaborative problem-solving ("What do you think would help you remember next time?") reduce tears or power struggles?
- When asked to suggest a fair consequence, does the child offer reasonable ideas (e.g., losing device time or privileges for a set period)?
- After jointly agreeing on a consequence, does the child comply more willingly and learn from the incident?
- Does a follow-up conversation about what went well—and what to improve—help the child feel respected?
- Does the child's mood and focus improve after physical activity such as swimming, biking, or playground time?
- On sedentary days, does the child become restless, irritable, or self-critical more quickly?
- Do regular outdoor excursions—nature walks, swinging, backyard play—seem to reset the child's emotional balance?
- Have you experimented with brief "movement breaks" during homework or class, and noticed better concentration afterward?
- Does the child willingly choose active games when given options rather than being told what to do?
- Do you model giving sincere compliments so the child learns by example?
- When prompted to notice something positive about a classmate or sibling, can the child identify and voice it?

- Does teaching the child to keep compliments specific ("I like the colors you used in your drawing") build their social confidence?
- After praising someone else, does the child appear proud or happier?
- During conflicts, does encouraging the child to find one good quality in the other person help de-escalate tension?
- Does the child show relief when feedback is framed as coaching rather than fault-finding?
- When the child anticipates criticism, do they become perfectionistic or procrastinate?
- Have visual cue cards ("Pause—Take a Breath—Try Again") helped the child manage self-criticism?
- Does consistent, calm language from male figures gradually improve the child's comfort with them?
- Overall, do collaborative discipline, regular movement, and practicing kindness toward others foster the child's resilience and balanced self-esteem?

# ***SHAKER CHILD***

- Does the child juggle several hobbies or projects at once, switching between them with enthusiasm?
- Is the child's first instinct to ask "Why?" or "How does this work?" whenever something new appears?
- Does the child's energy level fluctuate sharply—bubbling with excitement one moment and crashing into boredom the next?
- When kept indoors for long stretches, does the child become restless, irritable, or disruptive?
- Do you notice the child physically pacing, tapping, or fidgeting whenever a lesson or activity feels slow?
- When an older sibling or peer tries to direct them, does the child protest with phrases like "You're not the boss of me!"?
- Does the child push back against rigid rules, especially if they perceive the rule-giver as only slightly older?
- In group activities, does the child prefer roles that allow freedom of movement and decision-making?
- Does the child respond better to choices ("Would you like to finish math standing or at your desk?") than commands?
- Have power struggles decreased when adults frame requests as partnerships rather than orders?
- Does the child gravitate toward sports, dance, or hands-on experiments more than seated tasks?
- During sedentary work, do scheduled movement breaks help the child refocus?
- After active play, does the child show improved mood and cooperation?
- Does outdoor time—climbing, biking, nature walks—leave the child calmer and more open to instruction?
- When confined to small spaces (car rides, waiting rooms), does providing fidget tools or sketchpads reduce restlessness?
- When the child proposes a school project, do they outline bold designs, eager to lead the whole process?
- If you step back into the "helper" role—supplying materials, asking guiding questions—does the child's creativity soar?
- Does the child lose interest if an adult takes over and dictates the project details?
- Do you see deeper learning when the child is allowed to test ideas, fail, revise, and try again independently?
- Have you found that open-ended project rubrics motivate the child more than narrow, step-by-step checklists?
- Does the child volunteer to organize classmates for clean-ups, charity drives, or group challenges?
- When given a community-oriented goal, does the child pour energy into rallying others and seeing it through?
- Have service projects—gardening for a food bank, building birdhouses, neighborhood recycling—helped direct the child's vigor positively?

- Does celebrating the child's impact on others build lasting motivation and self-discipline?
- Do mentorships with dynamic role models (coaches, camp leaders, STEM club advisors) channel the child's drive productively?
- When exploring new places (museums, trails, workshops), does the child thrive with loose boundaries and clear safety rules?
- Have you noticed that saying "Yes, let's figure out how" sparks more cooperation than "No, that's too messy"?
- Does the child respond well to reflection questions like "What did you discover?" or "How will you improve it next time?" after explorations?
- Do calm, concise debriefs help the child process both successes and setbacks without dampening enthusiasm?
- Overall, does treating the child as an energetic collaborator—offering freedom within safe limits—unlock their capacity to learn, create, and lead positive change?