

INFANT TODDLER TEMPERAMENT TOOL (IT³)

SUPPORTING A “GOODNESS OF FIT”



INTRODUCTION TO TEMPERAMENT

Temperament is an important feature of social and emotional health. The word “temperament” refers to the way we approach and react to the world. It is our own personal “style” and is present from birth. There are three general types of temperaments: easy-going, slow-to-warm, and active.

Easy-going children are generally happy and active from birth and adjust easily to new situations and environments. Slow-to-warm children are generally observant and calm and may need extra time to adjust to new situations. Children with active temperaments often have varied routines (eating, sleeping, etc.) and approach life with zest.

There are nine common traits that can help describe a child’s temperament and the way he or she reacts to and experiences the world. The **Temperament Chart** on the next page explains these traits in more detail. They are:

- Activity level
- Regularity
- Adaptability
- Distractibility
- Sensitivity
- Persistence
- Intensity
- Approachability
- Mood

GOODNESS OF FIT

Each caregiver and parent also has his or her own temperament. The compatibility between adult and child temperaments can affect the quality of relationships. This compatibility is often called “goodness of fit.” Goodness of fit happens when an adult’s expectations and methods of caregiving match the child’s personal style and abilities. Goodness of fit does not mean that adult and child temperaments have to match. The parent or caregiver does not have to change who they are. They can simply adjust their caregiving methods to be a positive support to their child’s natural way of responding to the world. For example, if a child is highly active, a caregiver may pack extra activities in the diaper bag for waiting times at visits to the doctor, grocery store lines, etc. For a child who needs some extra time in approaching new activities, a caregiver might stay close by, giving the child time to adjust and feel safe.

T E M P E R A M E N T T R A I T S

DIMENSIONS	TYPICAL BEHAVIORAL INDICATOR	THE ADULT ...	THE CHILD ...
ACTIVITY LEVEL refers to the general level of motor activity when one is awake or asleep. Motor activity involves large and small muscle movement like running, jumping, rolling over, holding a crayon, picking up toys, etc.	HIGH ACTIVITY	has difficulty sitting still.	is squirmy and active.
	LOW ACTIVITY	sits back quietly and prefers sedentary activities.	prefers less noise and movement.
DISTRACTIBILITY is the ease with which one can be distracted, or one's level of concentration or focus.	HIGH DISTRACTIBILITY	has difficulty concentrating, and paying attention when engaged in an activity and is easily distracted by sounds or sights during activities.	is very distracted by discomfort, noticing even small signals of discomfort such as hunger, feeling sleepy, etc.
	LOW DISTRACTIBILITY	has a high degree of concentration, pays attention when engaged in an activity, and is not easily distracted by sounds or sights during activities.	can handle discomfort and does not seem very bothered at all.
INTENSITY refers to the energy level of one's emotional response, both positive and negative.	HIGH INTENSITY	has strong/intense positive and negative reactions.	
	LOW INTENSITY	has muted emotional reactions.	
REGULARITY relates to the predictability of biological functions such as eating, sleeping, etc.	HIGHLY REGULAR	has predictable appetite, sleep, and elimination patterns.	
	IRREGULAR	has unpredictable appetite, sleep, and elimination patterns.	
SENSITIVITY describes how sensitive one is to physical stimuli such as light, sound, and textures.	HIGH SENSITIVITY	is sensitive to physical stimuli including sounds, tastes, touch, and temperature changes; is a picky eater and has trouble sleeping in a strange bed.	
	LOW SENSITIVITY	is not sensitive to physical stimuli, including sounds, tastes, touch and temperature changes; can fall asleep anywhere and tries new foods easily.	
APPROACHABILITY is one's initial response to new places, situations, or things.	HIGH APPROACHING	eagerly approaches new situations or people.	
	LOW APPROACHING	is hesitant and resistant when faced with new situations, people or things.	
ADAPTABILITY describes how easily one adjusts to changes and transitions.	HIGH ADAPTABILITY	transitions easily to new activities and situations.	requires a very small amount of time to feel OK in new situations.
	LOW ADAPTABILITY	needs more time for transitioning to new activities or situations.	may cry or stay close to caregiver before approaching a new situation.
PERSISTENCE relates to the length of time one continues in activities in the face of obstacles.	HIGH PERSISTENCE	continues with a task or activity in the face of obstacles and does not get easily frustrated.	
	LOW PERSISTENCE	moves on to a new task or activity when faced with obstacles and gets frustrated easily.	
MOOD is one's tendency to react to the world mainly in a positive or negative way.	POSITIVE MOOD	reacts to the world in a positive way and is generally cheerful.	
	SERIOUS MOOD	reacts to situations in an observant, sometimes more serious way; tends to be thoughtful about new situations.	

DIRECTIONS FOR COMPLETING THE **INFANT** VERSION OF IT³

FOR INFANTS BIRTH TO 18 MONTHS.

COMPLETION TIME: 5-10 MINUTES.

I AM COMPLETING THE IT³ FOR MYSELF AND _____
(INFANT'S NAME)

Complete this brief **INFANT** version of the IT³ to determine the “goodness of fit” between you and the child you have in mind for this activity. Remember, there are no “good” or “bad” temperamental traits; we are all born with unique personalities that make us special. The results and “goodness of fit” suggestions will help you to enhance your caregiving methods as a positive support for the child.

Please rate yourself and the infant on the following nine traits. For each trait, fill in the circle that comes closest to describing your regular behaviors and those of the infant. You can refer to the previous page and chart of Temperament Traits for definitions of each trait.

Use the following statements to focus your thinking as you review each trait for yourself and the infant:

- More often than not, I behave in a way that can be described as:
- More often than not, the infant behaves in a way that can be described as:

DIMENSIONS	TYPICAL BEHAVIORAL INDICATOR	I AM ...	MY INFANT IS ...
1. ACTIVITY LEVEL	Highly Active	<input type="radio"/>	<input type="radio"/>
	Less Active	<input type="radio"/>	<input type="radio"/>
2. DISTRACTIBILITY	Easily Distracted	<input type="radio"/>	<input type="radio"/>
	Less Distracted (More Focused)	<input type="radio"/>	<input type="radio"/>
3. INTENSITY	Intense Personality	<input type="radio"/>	<input type="radio"/>
	Relaxed Personality	<input type="radio"/>	<input type="radio"/>
4. REGULARITY	Highly Regular	<input type="radio"/>	<input type="radio"/>
	More Spontaneous (Irregular)	<input type="radio"/>	<input type="radio"/>
5. SENSITIVITY	Highly Sensitive	<input type="radio"/>	<input type="radio"/>
	Less Sensitive	<input type="radio"/>	<input type="radio"/>
6. APPROACHABILITY	Highly Approachable	<input type="radio"/>	<input type="radio"/>
	Less Approachable	<input type="radio"/>	<input type="radio"/>
7. ADAPTABILITY	Highly Adaptable	<input type="radio"/>	<input type="radio"/>
	Less Adaptable	<input type="radio"/>	<input type="radio"/>
8. PERSISTENCE	Highly Persistent	<input type="radio"/>	<input type="radio"/>
	Less Persistent	<input type="radio"/>	<input type="radio"/>
9. MOOD	Positive Mood	<input type="radio"/>	<input type="radio"/>
	Serious Mood	<input type="radio"/>	<input type="radio"/>

ACTIVITY LEVEL

Refers to the general level of motor activity when one is awake or asleep. Motor activity involves large and small muscle movement like running, jumping, rolling over, holding a crayon, picking up toys, etc.

I am ...	My infant is ...
● Highly Active	● Highly Active

You and your child share a similar activity level.

- Enjoy scooting, crawling, walking, running and climbing inside and outside with your child.
- Make sure that you and your child both take time for rest. Help your child learn to take a break by modeling the signs of feeling tired, as well as ways that you like to take rests — for example, relaxing in a chair with a book, taking a deep breath, or coloring.
- If your child is younger, describe the signals he/she gives to let you know that he/she is ready for a break. *“I see you are looking around at other things and you are wiggling in my lap. How about we go outside for a while?”*

I am ...	My infant is ...
● Highly Active	● Less Active

You and your child seem to differ in activity level. Here are some ideas to help you support your child’s higher level of activity.

- Provide your child with time on his/her tummy to help promote muscle development paying attention to cues of comfort. Discontinue if he/she is showing any signs of being upset.
- Create an obstacle course with you as the main “obstacle” to excite your child to move.
- Place small toys close to his/her feet or arms and allow him/her to kick or push the toys.
- Let your child observe what is going on around him/her as you narrate: *“Yes, the babies are playing with the toys.”* Follow his/her lead if he/she chooses to take part in the play.
- Listen to music and rock gently with your child.

I am ...	My infant is ...
● Less Active	● Highly Active

You and your child seem to differ in activity level. Here are some ideas to help you support your child’s higher level of activity.

- Crumple any type of paper that might make a sound, and roll it back and forth to your child. Let your child hear the sound of the “crunch.” Make sound effects that go with the movements while saying, *“Stop . . . go!”*
- While sitting, hold your child on your lap. While holding his/her hips, bounce your legs one at a time and then together. Try bouncing gently and then increase your pace to ease your child into the movement.
- Place your child on his/her back under a toy you are holding. Help your child lift his/her arms or legs to make the toy swing.
- Create obstacle courses with pillows and blankets for your child to crawl or walk on and around.
- Play simple games like “Peekaboo.”
- If your child is crawling or walking, provide outdoor time for him/her.

I am ...	My infant is ...
● Less Active	● Less Active

You and your child share a similar activity level.

- Enjoy cozying up on the couch or in a chair with a book or soothing music.
- Establish brief and consistent times during the day for physical activity. This will help you and your child feel ready to get moving.
- Expand favorite activities as a way to get in some movement. For example, stand up and act out a favorite story with your child or put on his/her favorite music and rock and sway together around the room.
- Support your child if he/she is not ready to join others in highly active play. Narrate what you see and let him/her observe. *“The kids are chasing each other. Do you see them going fast?”*

DISTRACTIBILITY

Is the ease with which one can be distracted, or one's level of concentration or focus.

I am ...	My infant is ...
<input checked="" type="radio"/> Easily Distracted	<input checked="" type="radio"/> Easily Distracted

You and your child share a similar level of distractibility.

- Create a daily schedule and review it with your child. Preplan your activities, keeping them simple and brief. *“We are going to the grocery store, the library, and then home for playtime.”*
- Try to limit distractions while spending time with your child. For example, choose to listen to music or read a book rather than having the music on in the background while reading.
- Help your child learn to recognize the signs of becoming overstimulated. You can do this by talking about what overstimulates you and how you refocus your attention. *“The television is making it hard for me to cook dinner. I am going to turn it off so I can pay attention.”*
- Label the signals your child provides to communicate that he/she is getting distracted or overstimulated. *“You are yawning and turning away from me when I sing. I think you are done with the song.”*

I am ...	My infant is ...
<input checked="" type="radio"/> Easily Distracted	<input checked="" type="radio"/> Less Distracted

You and your child seem to differ in the area of distractibility. Here are some ideas to support the fit between you and your child's more focused nature.

- Check in regularly with your child even if he/she is playing contentedly.
- Take time to engage in floor play with your child. Get down at eye level and follow his/her lead. Try copying facial expressions, coos, and babbling.
- Allow your child enough time with activities. For example, if he/she is enjoying being held and swaying to music with you, keep it going while he/she shows signs of being engaged (smiling, looking at you, babbling, etc.).

I am ...	My infant is ...
<input checked="" type="radio"/> Less Distracted	<input checked="" type="radio"/> Easily Distracted

You and your child seem to differ in the area of distractibility. Here are some ideas to support the fit between you and your child's distractibility.

- Acknowledge your child's feelings during challenging times. *“I know it is noisy in this store, and it's uncomfortable for your ears. We will leave in a few minutes.”*
- Offer comfort by rocking, holding close, or rubbing his/her back when your child is distressed.
- Anticipate discomfort by changing diapers routinely, such as every two hours.
- While feeding, turn off the radio, television, and bright lights.
- Prior to naps and bedtime, complete routines in a low-lit room with soft music and gentle words.

I am ...	My infant is ...
<input checked="" type="radio"/> Less Distracted	<input checked="" type="radio"/> Less Distracted

You and your child share a similar level of focus.

- Take pleasure and joy in your chance to have uninterrupted time with each other and with objects. Use this time to discover together and share laughter.
- When making plans for your day, use advance warnings about transitions and changes in your schedule. You might use visuals to help with transitions. For example, if you are going to visit someone, you could show that person's photo to your child and give warning: *“In a few minutes we are going to drive over to visit Ms. Lohmann.”* Allow plenty of time for your child to finish what he/she is doing.
- Because it may be easy to get lost in one type of activity, consider planning several activities to provide a variety of experiences during the day, such as climbing or crawling outside, interactive play like “Peekaboo” or hide-and-seek, sharing stories with colorful pages, and taking part in daily routines.

INTENSITY

Refers to the energy level of one's emotional response, both positive and negative.

I am ...

My infant is ...

● Intense

● Intense

You and your child both have fairly intense personalities.

- Enjoy sharing big smiles and laughter while recognizing your child's similarly big frowns and tears.
- Help your child learn to accept his/her big feelings by providing descriptions of those feelings as well as ways to calm down when the feelings (positive or negative) become too big. *"You are kicking your legs and waving your arms to the music — are you excited?"*
- Model the types of reactions you would like to see in your child. For example, if you are feeling frustrated, take a few deep breaths to calm down.
- Find ways to sooth your child when he/she is feeling strong emotions (for example, rubbing his/her back, swaying to gentle music, singing softly, gently holding, etc.). Be sure to share your most successful strategies with your child's caregivers.
- Have cozy spots where you and your child can enjoy simple activities such as reading stories on the couch or playing with a toy together on a blanket on the floor.

I am ...

My infant is ...

● Intense

● Relaxed

You and your child seem to differ in the area of intensity. Here are some ideas to support the fit between you and your child's "low intensity."

- Label your child's emotions to help match a word to the feeling.
- Use a soft and slow voice when talking with your child.
- Gradually increase your voice volume and facial expressions, taking care not to overwhelm him/her.
- Use dramatic facial expressions to show positive feelings and expressions.

I am ...

My infant is ...

● Relaxed

● Intense

You and your child seem to differ in the area of intensity. Here are some ideas to support the fit between you and your child's level of intensity.

- Label your child's emotions to begin teaching a word for a feeling. *"The toy rolled away and you are upset."*
- Tone down the environment; for example, use soft lighting and music to calm your child down.
- Remain calm by taking a few deep breaths and reminding yourself that your child's intense reactions are his/her way of communicating that he/she loves or dislikes something.
- Encourage your child to use comfort items (in addition to you!) throughout the day, such as a blanket or stuffed toy.
- Be ready and available to comfort your child gently when he/she becomes upset. *"I hear you crying, and I know you just woke up. Daddy is coming."*
- Slowly rock or sway him/her.
- Hold him/her close to your chest while doing slow deep knee bends.
- Imitate your child's facial expressions to help show him/her that what he/she feels is important to you.

I am ...

My infant is ...

● Relaxed

● Relaxed

You and your child both have fairly relaxed personalities.

- Consider practicing, identifying, and labeling emotions with your child, so that he/she can recognize and accept his/her own and others' emotions. Look at storybooks about emotions. Reflect together on what you see.
- Take time to explain to your child what others may be feeling. *"The baby is crying! She dropped her toy."*
- Label your child's emotions, paying special attention to both obvious and subtle clues in their behavior, like furrowed brows, upturned eyes, looking away, cooing, clenching of fists, babbling, waving arms, etc.

REGULARITY

Relates to the predictability of biological functions such as eating, sleeping, etc.

I am ...

My infant is ...

Highly Regular

Highly Regular

You and your child share a similar level of regularity.

- Follow your instincts of maintaining a consistent and predictable routine for you and your child.
- Share your child's preferred daily routine with others who care for him/her.
- Help your child learn to feel comfortable with unplanned interruptions in his/her schedule by using descriptions to label how it makes you feel when this happens.
- Support him/her by using a picture schedule. For example, use single-object pictures to create a schedule that shows your child that he/she will eat breakfast first and then get dressed.

I am ...

My infant is ...

Highly Regular

More Spontaneous

You and your child seem to differ in the area of regularity. Here are some ideas to support the fit between you and your child's spontaneity.

- Carefully watch for your child's sleep signs and monitor when they occur. Try to put him/her down for a nap or bed at the same time every day. Sleep signs in babies include: rubbing eyes, yawning, fussing, sucking on hands or fingers, and slowing down of motor movement such as kicking legs or arms.
- Help establish a sleep routine that your child can anticipate by always doing the same soothing activities, such as singing the same song or reading the same story.
- Consider "feeding on demand" when your child is hungry, and slowly introduce a schedule.
- Complete daily routines such as meals, naps, and diaper changes in the same place. Routine is comforting to babies and young children and helps your child anticipate expected behavior.

I am ...

My infant is ...

More Spontaneous

Highly Regular

You and your child seem to differ in the area of regularity. Here are some ideas to support the fit between your spontaneity and your child's regularity:

- Respect your child's sleeping and eating schedule. Try to allow him/her to take at least one nap per day in his/her own bed rather than out and about.
- Establish a daily sleeping and eating routine and try to maintain this routine even when you are not in your own environment — for example, when on vacation or visiting others.
- Support consistency of routines between home and other places where child care is provided; for example, if naptime occurs at noon at home, try to have others to keep the same schedule.
- If changes in routine occur, communicate what is happening. For example, say, "Today we are going to eat lunch at Grandma's house." If possible, pair your words with pictures. Even though your child cannot yet understand everything you are saying, describing changes in routine helps teach him/her.
- Complete daily routines such as meals, naps, and diaper changes in the same place. Routine is comforting to babies and young children and helps your child anticipate expected behavior.

I am ...

My infant is ...

More Spontaneous

More Spontaneous

You and your child share a similar level of spontaneity.

- Enjoy the spontaneity of the day. For example, if you planned to go outside but your child is interested in the water and bubbles as you wash dishes, let him/her join in by providing a sponge and a bowl of warm sudsy water.
- Be prepared for change as you plan for the day. This will also be helpful for your child. If he/she gets tired a little earlier, go with it and make time to rest. Or, if your child is not showing signs of being tired, let him/her stay up a little longer doing some quiet activities.

SENSITIVITY

Describes how sensitive one is to physical stimuli such as light, sound, and textures.

I am ...	My infant is ...
<input checked="" type="radio"/> Highly Sensitive	<input checked="" type="radio"/> Highly Sensitive

You and your child share a similar level of sensitivity.

- Enjoy the quiet cozy moments of your day together, like nap and bedtime, as times to connect. Use these times to talk softly about your day or sing songs in a soothing tone.
- When you find yourselves in environments that are louder or brighter than you both enjoy, help your child adjust by finding a quiet space to be together.
- Provide soft clothing and textures for your child.
- Use a warm, supportive tone to help your child as he/she works through emotions.

I am ...	My infant is ...
<input checked="" type="radio"/> Highly Sensitive	<input checked="" type="radio"/> Less Sensitive

You and your child seem to differ in the area of sensitivity. Here are some ideas to support the fit between you and your more sensitive child.

- Use brightly colored toys to stimulate your child's senses.
- Dance or gently rock your child while holding him/her.
- Feed him/her high-taste purees/foods like sweet and tart fruits and crunchy crackers.
- Encourage exploration of different textures such as crumpled paper, soft material, and sponges.

I am ...	My infant is ...
<input checked="" type="radio"/> Less Sensitive	<input checked="" type="radio"/> Highly Sensitive

You and your child seem to differ in the area of sensitivity. Here are some ideas to support the fit between you and your child's higher sensitivity.

- Turn off the television, radio, or music.
- Place soap suds on the bathtub or water table wall to allow sensory exploration in a safe place where your child can wash hands immediately.
- Respond gently and as soon as possible when your child communicates discomfort.

I am ...	My infant is ...
<input checked="" type="radio"/> Less Sensitive	<input checked="" type="radio"/> Less Sensitive

You and your child share a similar level of sensitivity.

- Have fun singing loudly and dancing to music together.
- Provide fun activities using sand, water, sandpaper, or feathers. These activities let your child explore the sounds, textures, and smells.
- Label these experiences for your child. *"You are popping so many bubbles!"*
- Even though you can both tolerate high levels of sensory input, take time to check in and notice when it is too much, and describe how this feels for your child.

APPROACHABILITY

Is one's initial response to new places, situations, or things.

I am ...

My infant is ...

● **Highly Approachable** ● **Highly Approachable**

You and your child both share a similar tendency to approach new situations or people.

- Share the pleasure with your child as you take on new adventures and outings to museums (even if he/she just watches people go by), playgroups, parks, or the zoo.
- Take time to be around other children and families if possible.
- Be close by to help your child as he/she learns to interact with others. Sometimes very highly approachable children may come into contact with a child who is less open to new people. The more approachable child may need help to navigate the situation.

I am ...

My infant is ...

● **Highly Approachable** ● **Less Approachable**

You and your child seem to differ in the area of approachability. Here are some ideas to support the fit between you and your child's lower level of approachability.

- When introducing your child to a new person, talk with positive facial expressions to the new person before introducing him/her to your child. Give your child some time to ease into the situation.
- Allow your child extra time to be close to you (holding him/her). When you see that he/she is looking around and interested in a new situation, slowly place him/her on the floor. You may need to first hold him/her, then place him/her seated on your lap, and then on the floor at your feet.
- Describe your actions and what you will be doing in the new situation: *"We are going to Grandmother's house, and we will eat lunch."* Even though your child may not fully understand, it helps alert and orient him/her to the new situation.
- Remember that most babies tend to have stranger anxiety around 8 months and again around 18 months.

I am ...

My infant is ...

● **Less Approachable** ● **Highly Approachable**

You and your child seem to differ in the area of approachability. Here are some ideas to support the fit between you and your child's high approachability.

- Provide words for your child's actions by saying things like, *"You are saying hello!"* or, *"You like to visit with people!"*
- Allow your child to explore new things in the world by letting him/her walk or crawl, touch, and smell. Stay close by to offer safe support.
- Offer a variety of new experiences, including new activities, textures, sights, and sounds to reinforce your child's curiosity.
- Provide opportunities for your child to interact with other children.

I am ...

My infant is ...

● **Less Approachable** ● **Less Approachable**

You and your child both share a similar tendency to withdraw from new situations or people.

- Just like you, your child might prefer individual interactions or small gatherings of people. Plan for these types of experiences versus many larger group gatherings in one day.
- Take time to talk to your child about new situations as you remain his/her safe base, holding him/her or standing close by if he/she is a toddler. *"The children are splashing in the water."*
- Your child is likely to enjoy playing with the same toy and spending time in familiar places. Encourage him/her to take familiar objects to new places and to have special places to relax, such as on the couch reading stories with you.
- When you have to try a new experience together, share your own feelings about trying new things and how you like to help yourself when you feel uncomfortable. Don't worry if it seems like he/she is too young to really understand the words. The tone of your voice and the introduction of the feelings is a wonderful support.

ADAPTABILITY

Describes how easily one adjusts to changes and transitions.

I am ...

My infant is ...

● **Highly Adaptable**

● **Highly Adaptable**

You and your child share a similar level of adaptability.

- Just like you, your child will probably find it easy to try new situations and will not feel caught off guard during transitions or disruptions in a usual routine. Continue to use words to narrate when change will occur.
- Continue to enjoy a variety of activities during the day, since you both have an easy time switching between activities.
- Keep an eye out for cues or behavior signaling that your child has had enough changes. *Some* routine is good for all children. Try to keep some things the same each day, like eating, napping, sleeping, etc.

I am ...

My infant is ...

● **Highly Adaptable**

● **Less Adaptable**

You and your child seem to differ in the area of adaptability. Here are some ideas to support the fit between you and your child's lower level of adaptability.

- When introducing your child to new activities or people, do it gradually. Imagine that each new activity or person is like a swimming pool, and try to break down the activity so that your child can first "dip" his/her toes, then "submerge" his/her legs, and finally "dunk" his/her body.
- Introduce words to the feelings you think your child is experiencing. This will not only help teach vocabulary, but will also soothe him/her through hearing your voice.
- Introduce and follow rituals when saying hello, goodbye, and making transitions. For example, always say, "*Bye-bye toys.*"
- Maintain a consistent and predictable daily routine.

I am ...

My infant is ...

● **Less Adaptable**

● **Highly Adaptable**

You and your child seem to differ in the area of adaptability. Here are some ideas to support the fit between you and your child's higher level of adaptability.

- Allow your child to explore new situations by letting him/her walk or crawl, touch, and smell. Try not to worry too much about getting dirty; just make sure he/she is safe.
- Offer a variety of new experiences, including new activities, textures, sights, and sounds, to reinforce your child's curiosity.
- Describe or narrate your child's actions, which communicates to him/her that he/she is doing something great.

I am ...

My infant is ...

● **Less Adaptable**

● **Less Adaptable**

You and your child share a similarly low level of adaptability.

- Follow your instinct of taking new situations, people, and transitions slowly, with advance preparation and adequate time. Allow extra time when approaching something new, so that the experience is not hurried.
- When you have to do something that is new that does not feel good, explain that you feel nervous or uncomfortable, and describe how you might help yourself.
- Describing your experience to your child will help him/her learn to recognize feelings in himself/herself and others, as well as how to help himself/herself.

PERSISTENCE

Relates to the length of time one continues in activities in the face of obstacles.

I am ...	My infant is ...
● Highly Persistent	● Highly Persistent

You and your child share a similarly high level of persistence.

- Have fun providing a range of activities and new objects and take delight watching all the ways your child explores and interacts with his/her surroundings. Like you, he/she may feel really happy working on a problem and discovering all the possible angles.
- Describe this feeling for your child and consider praising his/her efforts rather than the final product.

I am ...	My infant is ...
● Highly Persistent	● Less Persistent

You and your child seem to differ in the area of persistence. Here are some ideas to support the fit between you and your child's lower level of persistence.

- Observe and label the beginning signs of your child's frustration: *"You are whimpering a bit. Do you want to be picked up?"* Quickly respond with gentle support such as holding and talking calmly.
- Structure an interaction with a toy by providing fewer parts. For example, offer only two or three nesting cups rather than the entire set of six.
- Use positive facial expressions, such as a smile, and encouraging words, when acknowledging your child's efforts. These expressions should match your narration of what you see and hear your child doing.
- Give your child frequent breaks from an activity.

I am ...	My infant is ...
● Less Persistent	● Highly Persistent

You and your child seem to differ in the area of persistence. Here are some ideas to support the fit between you and your child's higher level of persistence.

- Praise your child's effort rather than the outcome. *"You picked up the rattle. Let's shake it together!"*
- Provide a variety of new activities, sights, and sounds for your child to engage with.

I am ...	My infant is ...
● Less Persistent	● Less Persistent

You and your child share a similar lower level of persistence.

- Just as you may do for yourself, break new and challenging activities into smaller parts, and praise your child for his/her efforts.
- Help your child learn how to recognize when he/she is beginning to feel frustrated and what he/she could do to feel better. You can do this by describing your own feelings during frustrating times and what strategies you use to calm down and finish the job.
- Make sure to baby-proof or toddler-proof your home so your child can explore and experience his/her environment.

MOOD

Is one's tendency to react to the world primarily in a positive or negative way.

I am ...	My infant is ...
● Positive Mood	● Positive Mood

You and your child share a similarly positive mood.

- Take delight sharing a giggle or belly laugh at the world around you. Describe your child's happy feelings as you experience these moments together.
- Play fun games throughout the day such as hide-and-seek and "Peekaboo."
- Look in the mirror together and share smiles.
- Even though you may both have a generally positive mood, remember to also describe feelings of sadness, anger, or fear so that your child learns that these feelings are OK too.

I am ...	My infant is ...
● Positive Mood	● Serious Mood

You and your child seem to differ in the area of mood. Here are some ideas to support the fit between you and your child's different dispositions.

- Spend a lot of face-to-face time with your child. Show him/her exaggerated positive facial expressions and notice which expressions make him/her change his/her facial expression, even if the change is very subtle. Continue to offer those facial expressions, and label the emotions you are demonstrating.
- Monitor for signs of overload such as eye rubbing, sneezing, and slowing down or winding up.

I am ...	My infant is ...
● Serious Mood	● Positive Mood

You and your child seem to differ in the area of mood. Here are some ideas to support the fit between you and your child's different dispositions.

- Spend a lot of face-to-face time with your child. Show him/her exaggerated positive facial expressions and notice which expressions make him/her smile. Label the positive emotion of happiness for him/her. You can also offer a variety of expressions to begin teaching the wide range of feelings children can experience.
- Connect words with feelings. "You're happy! You like this book!"
- Play simple games like "Peekaboo" that engage your child.

I am ...	My infant is ...
● Serious Mood	● Serious Mood

You and your child share a similarly serious mood.

- Your child may like choices. As he/she gets older, allow choices for daily routines such as which story to read together before naptime.
- Give your child straightforward information about day-to-day happenings. "We are going to child care and I will be back to pick you up after your nap."
- Try to relate to your child's thoughtful approach to his/her surroundings, and recognize that being thoughtful or serious does not mean being angry.
- Allow time for your child to engage in observing what is going on before joining in.
- Point out cues that your child uses to show engagement or joy. Sometimes these signs might be more subtle than a smile or laughter. You might notice raised eyebrows, bright eyes, or turning towards a sound.