

INFANT TODDLER TEMPERAMENT TOOL (IT³)

SUPPORTING A “GOODNESS OF FIT”



INTRODUCTION TO TEMPERAMENT

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

Easy-going children are generally happy, active children from birth and adjust easily to new situations and environments. Slow-to-warm children are generally observant, calm and may need extra time in adjusting to new situations. Children with active temperaments often have varied routines (e.g., eating, sleeping), and often approach life with zest. Children may fall into one of the three types of temperament but often have varying behavior across the common temperament traits.

There are nine common traits that can help to describe a child’s temperament and the way they react to and experience the world. The **Temperament Chart** on the next page explains these traits in more detail. These traits include:

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

GOODNESS OF FIT

Each caregiver and parent is also unique in his or her own temperament. The compatibility between adult-child temperaments can affect the quality of relationships. This compatibility is often referred to as “goodness of fit.” A goodness of fit happens when an adult’s expectations and methods of caregiving match the child’s personal style and abilities. What is most beneficial about the goodness of fit concept is that it does not require that adults and children have matching temperaments. The parent or caregiver does not have to change who they are naturally, they can simply alter or 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.

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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, 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, being 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, 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 difficulty 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 very small amount of time to feel ok in new situations.
	LOW ADAPTABILITY	needs more time for transitioning to new activities or situations.	child 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 primarily 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 toddler on the following 9 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 read each trait for you 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 specific 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 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 regards to Activity Level. Here are some ideas to help you support your child’s lower 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 regards to Activity Level. Here are some ideas to help you support your child’s higher level of activity.

- Crumple paper, tissue paper, or any 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 up. 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 peek-a-boo.
- 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.
- Establishing brief, structured and consistent times during the day for outlets of physical activity will help you and your child feel ready to get moving.
- Expand favored activities as a way to get in some physical 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 your daily schedule to anticipate the day and review it with your child. Pre-plan your activities keeping them simple and brief. *“We are going to the grocery store, the library and then home for play time.”*
- Try to limit distractions while spending time with your child. For example, choose to listen to music or share a book rather than have the music on in the background while reading.
- Help your child learn to recognize the signs of becoming over-stimulated by labeling your own experiences of what over-stimulates 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 over-stimulated). *“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. *“You are batting at the toy.”*
- Take time to engage in floor play with your child. Get down at eye level and follow his/her lead. Try mimicking 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 (for example, 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 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 opportunity to experience uninterrupted interaction with each other and objects. Use this time to discover together and share laughter.
- When making plans for your day, use advanced warnings for transitions and changes in your schedule. With your child, you might use visuals to help with transitions; for example, if you are going to visit someone, you could show their 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.
- Since 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 peek-a-boo or hide and seek, sharing stories with colorful pages, and taking part in daily routines. Toddlers may enjoy carrying a tote into the store, putting their plate in the sink, etc.

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 tolerate 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 (e.g. rubbing their 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 sound 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 throughout the day such as a blanket or stuffed toy, in addition to you!
- Be readily available to comfort your child gently when he/she becomes upset. *"I hear you crying, 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 and 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 emotional experiences with your child so that he/she can learn to recognize and tolerate his/her own and others' emotions. Look at storybooks about emotions; reflect together on what you see.
- Take time to explain to narrate 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 the obvious and the more 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...
<input checked="" type="radio"/> Highly Regular	<input checked="" type="radio"/> 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.
- You can also support him/her through daily disruptions by using a picture schedule. For example, use single-object pictures as a picture schedule to show your child that he/she will eat breakfast first and then get dressed.

I am...	My Infant is...
<input checked="" type="radio"/> Highly Regular	<input checked="" type="radio"/> 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, slowing down of motor movement such as kicking legs or arms.
- Help establish a sleep routine that your child can anticipate by creating and maintaining 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 the expected behavior or routine.

I am...	My Infant is...
<input checked="" type="radio"/> More Spontaneous	<input checked="" type="radio"/> 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 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, then try to have others 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, it helps teach him/her words to describe the changes in routine.
- 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 the expected behavior or routine.

I am...	My Infant is...
<input checked="" type="radio"/> More Spontaneous	<input checked="" type="radio"/> 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 for rest. Or, if your child is not showing signs of weariness, 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 as times to connect, like nap and bedtime. Take these opportunities 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 rejuvenate together.
- Provide soft clothing and textures for your child.
- Use a warm, supporting 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, sponges, etc.

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 television, radio, or music.
- Place soap suds on the bath tub wall or on the 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.
- Continue to provide fun opportunities for sensory exploration like bubbles, sand, water, sand paper, or feathers. These moments are great opportunities to explore the environment of sounds, textures and smells.
- Label these experiences for your child: *“You are popping so many bubbles!”*
- Even though you both can tolerate high levels of sensory input, take time to check-in to notice when it is too much and describe how this feels for your child. This will also help him/her learn how to monitor his/her experiences and reactions to the environment.

APPROACHABILITY

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

I am... **● Highly Approachable** My Infant is... **● 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 like 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 highly approachable children may come into contact with a child less prone to new people and they may need help to navigate the situation.

I am... **● Highly Approachable** My Infant is... **● 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 prior to introducing him/her to the person. Allow him/her 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 is interested in the new situation, gradually place her/him on the floor. You may need to 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 yet 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... **● Less Approachable** My Infant is... **● 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 to 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; staying close by to offer safe support.
 - Offer a variety of new experiences including new activities, textures, sights and sounds to accommodate and reinforce your child's curiosity.
 - Provide opportunities for your child to interact with other children.

I am... **● Less Approachable** My Infant is... **● 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 vs. 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 likely will enjoy playing with the same toy or seek familiar places. Encourage him/her to take familiar items 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...

● **Highly Adaptable**

My Infant is...

● **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 on your child’s cues or behavior that might signal that he/she has had enough changes; some routine for all children is good. Try to keep some things the same each day that children can count on, like eating, napping, sleeping, etc.

I am...

● **Highly Adaptable**

My Infant is...

● **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 each new activity or person 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 which will not only help teach vocabulary but soothe him/her through 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...

● **Less Adaptable**

My Infant is...

● **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 accommodate and 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...

● **Less Adaptable**

My Infant is...

● **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 advanced preparation and adequate time. Allow extra time when approaching something new so the experience is not hurried.
- When you have to do something that is new that does not feel good, describe that you feel nervous (or uncomfortable) and 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 what he/she can do 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...
<input checked="" type="radio"/> Highly Persistent	<input checked="" type="radio"/> Highly Persistent

You and your child share a similar, high level of persistence.

- Have fun providing a range of activities and new objects and take delight watching all of the ways your child explores and manipulates his/her surroundings. Like you, he/she may feel really happy working on a problem and discovering all of 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...
<input checked="" type="radio"/> Highly Persistent	<input checked="" type="radio"/> 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 and words when acknowledging your child's efforts, such as a smile to match the narration of what you see and hear your child doing.
- Allow your child frequent breaks from an activity.

I am...	My Infant is...
<input checked="" type="radio"/> Less Persistent	<input checked="" type="radio"/> 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.

I am...	My Infant is...
<input checked="" type="radio"/> Less Persistent	<input checked="" type="radio"/> 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 sections 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 circumstances 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 peek-a-boo.
- Look in the mirror together and share smiles.
- Even though you both may have a generally positive mood, remember to also describe other 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 very subtle. Continue to offer that facial expression and label the emotional expressions you are demonstrating.
- Monitor for signs of overload such as eye rubbing, sneezing, a 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 peek-a-boo 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."*
- Empathize in your child's thoughtful approach to his/her surroundings and recognize that being thoughtful or serious does not necessarily mean angry.
- Allow time for your child to engage in observing and watching 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.