

## Handout #7

### Your Temperament Assessment Scale

By answering the following questions for yourself, you can increase your understanding of your own temperament.

1. **Activity Level.** How much do you need to move around during the workday? Can you sit through a long meeting without wiggling?
 

High Activity	1	3	5	Low Activity
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2. **Regularity.** How regular are you in your eating, sleeping and elimination habits?
 

Regular	1	3	5	Irregular
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3. **Adaptability.** How quickly do you adapt to a change in schedule or routine, a new place or food?
 

Adapt quickly	1	3	5	Slow to adapt
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4. **Approach/Withdrawal.** How do you react the first time to new people, new places, activities or tools?
 

Initial approach	1	3	5	Initial withdrawal
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5. **Physical Sensitivity.** How aware are you of slight differences in noise level, temperature, or touch?
 

Not sensitive	1	3	5	Very sensitive
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6. **Intensity of Reaction.** How strong are your reactions?
 

High intensity	1	3	5	Mild reaction
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7. **Distractibility.** Are you easily distracted?
 

Very distractible	1	3	5	Not distractible
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8. **Positive or Negative Mood.** How much of the time do you show pleasant, joyful behavior compared with unpleasant or grouchy moods?
 

Positive mood	1	3	5	Negative mood
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9. **Persistence.** How long will you continue with a difficult task?
 

Long attention span	1	3	5	Short attention span
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## Handout #6

### The Temperament Assessment Scale for Children

By answering the following questions for each child, you can increase your understanding of the temperaments of the children you serve. Refer to Handout #4 to help complete the scale.

1. **Activity Level.** How much does the child wiggle and move around when being read to, sitting at a table, or playing alone?
 

High Activity	1	3	5	Low Activity
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2. **Regularity.** Is the child regular about eating times, sleeping times, amount of sleep needed, and bowel movements?
 

Regular	1	3	5	Irregular
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3. **Adaptability.** How quickly does the child adapt to changes in her or his schedule or routine? How quickly does the child adapt to new foods and places?
 

Adapts quickly	1	3	5	Slow to adapt
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4. **Approach/Withdrawal.** How does the child usually react the first time to new people, new foods, new toys, and new activities?
 

Initial approach	1	3	5	Initial withdrawal
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5. **Physical Sensitivity.** How aware is the child of slight noises, slight differences in temperature, differences in taste, and differences in clothing?
 

Not sensitive	1	3	5	Very sensitive
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6. **Intensity of Reaction.** How strong or violent are the child's reactions? Does the child laugh and cry energetically, or does she or he just smile and fuss mildly?
 

High intensity	1	3	5	Mild reaction
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7. **Distractibility.** Is the child easily distracted, or does she or he ignore distractions? Will the child continue to work or play when other noises or children are present?
 

Very distractible	1	3	5	Not distractible
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8. **Positive or Negative Mood.** How much of the time does the child show pleasant, joyful behavior compared with unpleasant crying and fussing behavior?
 

Positive mood	1	3	5	Negative mood
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9. **Persistence.** How long does the child continue with one activity? Does the child usually continue if it is difficult?
 

Long attention span	1	3	5	Short attention span
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## Temperament Traits

Trait	Description
Activity Level	Amount of movement and body activity
Regularity	Regularity of such functions as sleep-wake cycle, hunger, and bowel elimination
Adaptability	How quickly or slowly one adapts to change in routine or overcomes an initial negative response
Approach/Withdrawal	How one responds to a new situation or stimuli
Sensitivity	How sensitive the child is to potentially irritating stimuli
Intensity to Reaction	The energy level of mood expression, whether positive or negative
Distractibility	How easily the child can be distracted from an activity by some unexpected stimulus
Quality of Mood	The amount of pleasant, cheerful, and openly friendly behavior (positive mood), as contrasted with fussy, crying, unfriendliness (negative mood)
Persistence	How long one will keep at a difficult activity without giving up

### Transparency/Handout #8 Chart of Temperament Traits

Chart developed by Janet Pools, Faculty, Program for Infant/Toddler Care

	Low Activity	Irregularity	Slow to Adapt	Withdraws	High Sensitivity	Mild Reaction	Low Distractibility	Negative Mood	Low Persistence
5									
4									
3									
2									
1									
	High Activity	Regularity	Adapt Quickly	Approaches	Low Sensitivity	High Intensity	High Distractibility	Positive Mood	High Persistence
	High Level	Biological Rhythms	Adaptability	Approach/Withdraw	Sensitivity	Intensity of Reaction	Distractibility	Quality Mood	Persistence

## Temperament Types

Flexible (Easy)	High Regularity, High Adaptability, High Approach, Low Intensity to Reaction, Positive Quality of Mood
Fearful (Slow to Warm)	Low Adaptability, High Withdrawal, High Sensitivity
Feisty (Difficult)	Low Regularity, Low Adaptability, High Withdrawal, High Intensity to Reaction, Average Distractibility, Negative Quality of Mood

### *Easy or Flexible (about 40% of most groups of children)*

Typically, the easy child is regular in biological rhythms, adaptable, approachable, and generally positive in mood of mild to medium intensity. Such a child is easy for caregivers. S/he is easily toilet trained, learns to sleep through the night, has regular feeding and nap routines, takes to most new situations and people pleasantly, usually adapts to change quickly, is generally cheerful and expresses her/his distress or frustration mildly. In fact, children with easy temperaments may show very deep feelings with only a single tear rolling down a cheek.

### *Difficult or Feisty (about 10% of children)*

The feisty child is the opposite of the easy child. The child may be hard to get to sleep through the night, her or his feeding and nap schedules may change from day to day, and the child may be difficult to toilet train because of irregular bowel movements. The feisty child typically fusses or even cries loudly at anything new and usually adapts slowly. All too often this type of child expresses an unpleasant or disagreeable mood and, if frustrated, may even have a temper tantrum. In contrast to the easy child's reaction, an intense, noisy reaction by the feisty child may not signify a depth of feeling. Often the best way to handle such outbursts is just to wait them out.

Caregivers who do not understand this type of temperament as normal sometimes feel resentment at the child for being so difficult to manage. They may scold, pressure or appease the child, which only reinforces her or his difficult temperament. Understanding, patience and consistency, on the other hand, will lead to a "goodness of fit," with a final positive adjustment to life's demands.

### *Slow-to-Warm or Fearful (about 15% of children)*

Finally, there is a group of children who are often called shy. The child in this group also has discomfort with the new and adapts slowly, but unlike the feisty child, this child's negative mood is often expressed slowly and the child may or may not be irregular in sleep, feeling and bowel elimination. This is the child who typically stands at the edge of the group and clings quietly to her or his parent when taken to a store, a birthday party or a child care program for the first time. If the child is pressured or pushed to join the group, the child's shyness immediately becomes worse. But if allowed to become accustomed to the new surrounds at her or his own pace, this child can gradually become an active, happy member of the group.

# The Connell Multiple Intelligence Questionnaire for Children

Put a check next to each sentence that describes you.

- Area 1**
- I like to listen to songs on the radio or a CD.
  - I like to watch music videos on TV.
  - I like to go to music concerts and hear live music.
  - I can easily remember tunes, raps, or melodies.
  - I take music lessons, singing lessons, or play a musical instrument.
  - I can learn new songs easily.
  - I like to sing.
- Area 2**
- I like art classes.
  - I like to draw, paint, and make things with clay.
  - I enjoy putting puzzles together.
  - I like to build things using blocks, Legos, and models.
  - It is fun to play video games.
  - I can create a picture in my mind to help me think things through.
  - I notice the different styles of things, such as clothes, cars, and hairstyles.
- Area 3**
- I like to read books, magazines, and comic books.
  - I have a good vocabulary and like to learn new words.
  - I enjoy writing e-mails to my friends.
  - I like to write.
  - It is fun to play word games such as Scrabble and Mad Libs, do crossword puzzles, and acrostics.
  - I think it would be fun to keep a journal of my thoughts and ideas.
  - I like to talk to my friends on the telephone.
- Area 4**
- I like to play with animals and take care of them.
  - I like going to zoos, parks, or aquariums.
  - I like being outside.
  - I like to hike, walk, or run outdoors.
  - I like to observe nature's changes, such as thunderstorms, rain, snow, and sunshine.
  - I help to recycle and take care of our environment.
  - I pay close attention to things in my environment such as trees, rocks, flowers, birds, bugs, and squirrels.

- Area 5**
- \_\_\_\_\_ I like to do science experiments and go to science museums.
  - \_\_\_\_\_ I find arithmetic and math problems interesting.
  - \_\_\_\_\_ It is fun to solve mysteries.
  - \_\_\_\_\_ Numbers are really interesting to me.
  - \_\_\_\_\_ I like games like chess or computer games where you have to think a lot.
  - \_\_\_\_\_ I like TV shows like *ZOOM*, *National Geographic*, and *Nova* that talk about science and math.
  - \_\_\_\_\_ I can do math problems in my head and make good estimates.

- Area 6**
- \_\_\_\_\_ I like to dance.
  - \_\_\_\_\_ I like to play sports such as baseball, soccer, hockey, or football.
  - \_\_\_\_\_ I like to build models or do beading, sewing, macramé, or carpentry.
  - \_\_\_\_\_ I enjoy acting in plays or skits or playing charades.
  - \_\_\_\_\_ I like to move when I am thinking about things.
  - \_\_\_\_\_ I like activities such as the martial arts, tennis, running, jogging, biking, skateboarding, or gymnastics.
  - \_\_\_\_\_ I can sometimes “feel” the right answer.

- Area 7**
- \_\_\_\_\_ I like to be with my friends often.
  - \_\_\_\_\_ I like to help those who need help.
  - \_\_\_\_\_ I like to read books or see movies about people and their lives.
  - \_\_\_\_\_ I can usually tell how other people are feeling.
  - \_\_\_\_\_ It is fun for me to organize activities at home and at school.
  - \_\_\_\_\_ I would rather spend time with others than spend time alone.
  - \_\_\_\_\_ I like to talk in class discussions.

- Area 8**
- \_\_\_\_\_ I like doing things by myself.
  - \_\_\_\_\_ I would rather work by myself than with other students.
  - \_\_\_\_\_ I like to spend time thinking or writing about things that matter to me.
  - \_\_\_\_\_ I like to play computer games.
  - \_\_\_\_\_ I usually know what my feelings are.
  - \_\_\_\_\_ I like to write my thoughts and feelings in a diary or journal.
  - \_\_\_\_\_ I know what things I am good at, and what things I am not so good at.

*Scoring—Count up the number of responses you had for each area. The areas that you check show how you are smart in the different areas.*

- |                                |                               |
|--------------------------------|-------------------------------|
| _____ = Area 1 (Music Smart)   | _____ = Area 5 (Math Smart)   |
| _____ = Area 2 (Picture Smart) | _____ = Area 6 (Body Smart)   |
| _____ = Area 3 (Word Smart)    | _____ = Area 7 (People Smart) |
| _____ = Area 4 (Nature Smart)  | _____ = Area 8 (Self Smart)   |

*A score of 5 or more indicates a very strong area; a score of 3–4 indicates a moderate area; and a score of less than 3 indicates a developing area.*