

# INFANT TODDLER TEMPERAMENT TOOL (IT<sup>3</sup>)

## 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 ...
<b>ACTIVITY LEVEL</b> 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.
<b>DISTRACTIBILITY</b> 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.
<b>INTENSITY</b> 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.	
<b>REGULARITY</b> 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.	
<b>SENSITIVITY</b> 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.	
<b>APPROACHABILITY</b> 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.	
<b>ADAPTABILITY</b> 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.
<b>PERSISTENCE</b> 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.	
<b>MOOD</b> 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 **TODDLER** VERSION OF IT<sup>3</sup>

FOR INFANTS 18 TO 36 MONTHS.

COMPLETION TIME: 5-10 MINUTES.

I AM COMPLETING THE IT<sup>3</sup> FOR MYSELF AND \_\_\_\_\_  
(TODDLER'S NAME)

Complete this brief **TODDLER** version of the IT<sup>3</sup> 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 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 toddler:

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

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

<b>I am ...</b>	<b>My toddler is ...</b>
● <b>Highly Active</b>	● <b>Highly Active</b>

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?”*

<b>I am ...</b>	<b>My toddler is ...</b>
● <b>Highly Active</b>	● <b>Less Active</b>

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

- Make sure there are specific quiet areas that are still in full view where your child can relax and observe. For example, use beanbag chairs that toddlers can move around the room and sit in when they need time for themselves.
- Do not require your child to participate in movement or other active activities (such as dancing while you play a song) until he/she is ready to join.
- Let your child know he/she can take breaks during the day if he/she is tired.
- Give positive attention to your child when he/she successfully transitions to naptime or another quiet experience.
- Support your child in playing with things he/she enjoys such as books, puzzles, blocks, dolls, etc.
- Allow your child to wake up at his/her own pace and re-enter classroom activities.

<b>I am ...</b>	<b>My toddler is ...</b>
● <b>Less Active</b>	● <b>Highly Active</b>

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.

- Allow extra time for outdoor activities (for example, crawling, running, climbing, etc.) so that your child can “let off steam.”
- Provide many indoor opportunities to support your child’s large muscle skills, such as creating an obstacle course with pillows and cushions, dancing to music, etc.
- Use your child’s energy level as an example to excite other children. *“You are jumping up and down to the music. Jason and Lei, would you like to join him?”*
- Give advance warning of naptime, because it may be hard for your child to transition to resting. Start winding down from active play about 30 to 60 minutes before bedtime or napping.

<b>I am ...</b>	<b>My toddler is ...</b>
● <b>Less Active</b>	● <b>Less Active</b>

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, consistent times during the day for outlets of 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 toddler is ...

● Easily Distracted

● Easily Distracted

You and your child share a similar level of distractibility.

- 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 toddler is ...

● Easily Distracted

● 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.

- Accommodate your child by allowing longer experiences that he/she can handle. *"You are so busy looking at the stories — would you like to look at a few more?"*
- Give your child frequent reminders that a transition is coming, so he/she can be prepared in advance: *"It's almost time for lunch. We have about five minutes left for playtime."* When possible use many different ways to remind children of transitions. Adults can use picture cards to remind children what is happening next, a gentle tap on the shoulder, a simple transition song, or other methods that support the child's style of learning.
- Encourage your child to interact with other children while playing, and notice and describe interactions between him/her and other children. *"Adam is looking at the red ball you have. Could you roll it back and forth?"*

I am ...

My toddler is ...

● Less Distracted

● 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.

- Use simple step-by-step directions that are clear and easy to understand: *"First put on your shoes. Next, you can put on your coat."*
- Limit the number of choices, so it is easier for your child to respond. *"Do you want milk or juice?"* It can be helpful to hold up the actual choices as a visual reminder.
- Acknowledge when your child is becoming distracted. Then gently redirect his/her attention to the current experience he/she is engaged with. *"I notice you are looking away from the puzzle. Would you like to put one more piece in to finish it up?"*
- Follow your child's lead in play when possible: *"Your car is going fast! Can my car follow?"* Be willing to shorten activities to accommodate his/her emerging ability to concentrate and focus.

I am ...

My toddler is ...

● Less Distracted

● 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."*
- 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 toddler 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.

I am ...

My toddler 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."

- Because your child may not have strong reactions, try to label possible emotions for him/her. *"You are frowning. Are you sad that the puppy ran off?"*
- Support emotions as your child experiences them. *"You feel upset that it is time to go outside. You are not done with your puzzle."*
- Provide cozy, quiet areas so that your child is not overwhelmed by active situations. You can use beanbag chairs, pop-up tents, or pillows and blankets to create safe areas for your child to calmly observe and take in activities around him/her.
- Create activities that promote emotional awareness, such as asking your child how he/she feels each morning. Share how you feel as well. Try creating a feelings chart with pictures of different emotions that can help your child identify how he/she is feeling.

I am ...

My toddler 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.

- Try to accommodate strong emotional reactions by putting yourself in your child's shoes. Ask yourself, *"What must it be like to be my child in this situation?"*
- Help your child through a strong negative reaction by relating it to you. For example: *"I don't like it when people take my things without asking either. How can we make this better?"*
- When your child is having a strong negative reaction, try to remain calm and be a "safe place" for your child. *"I know you are upset right now. I will be right here when you need me."*
- Label your child's emotions and help to validate them. *"I can tell you are really excited right now to have this applesauce. That's great! In a few minutes you may be a little calmer, and I can give you your spoon to use by yourself!"*

I am ...

My toddler 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 toddler is ...
<input checked="" type="radio"/> <b>Highly Regular</b>	<input checked="" type="radio"/> <b>Highly Regular</b>

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 toddler is ...
<input checked="" type="radio"/> <b>More Spontaneous</b>	<input checked="" type="radio"/> <b>Highly Regular</b>

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:

- Accommodate your child's regular appetite by providing meals at the same time each day.
- Recognize how your child lets you know that it's time to use the bathroom.
- Try to provide your child with a routine nap schedule that he/she can feel secure with.
- Try to give advance reminders to your child when the daily schedule will be disrupted.

I am ...	My toddler is ...
<input checked="" type="radio"/> <b>Highly Regular</b>	<input checked="" type="radio"/> <b>More Spontaneous</b>

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.

- Try to allow your child to nap or rest for shorter or longer than other children if it seems necessary. Have your child use quiet toys while awake if others are still resting.
- Watch your child closely to notice his/her eating patterns — and try your best to accommodate them.
- Provide many opportunities for diaper changing or toileting.
- Give advance reminders when transitions are coming, so that your child can be prepared.

I am ...	My toddler is ...
<input checked="" type="radio"/> <b>More Spontaneous</b>	<input checked="" type="radio"/> <b>More Spontaneous</b>

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 toddler is ...
<input checked="" type="radio"/> <b>Highly Sensitive</b>	<input checked="" type="radio"/> <b>Highly Sensitive</b>

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 toddler is ...
<input checked="" type="radio"/> <b>Highly Sensitive</b>	<input checked="" type="radio"/> <b>Less Sensitive</b>

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 lower sensitivity.

- Engage your child in activities with lots of sensory experience (for example, playing a song while dancing and holding hands with others, finger painting, water play, play dough, etc.)
- Use a funny, dramatic voice while reading stories. Be silly!
- Even though your child may have lower sensitivity, still check in to see if he/she is handling a stimulating situation well. *“It’s loud in here — how are you feeling?”*
- Offer new kinds of foods for your child to try.
- Draw positive attention to your child when he/she is enjoying a new experience. *“You are playing with the sudsy water and are pouring it in and out. How does it feel on your hands?”*

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

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.

- When engaging in a stimulating experience such as music, offer your child other less stimulating options such as quiet reading time or an area close by to safely observe.
- React sensitively when your child is overwhelmed by his/her surroundings. Help find a quiet activity. *“I notice you are tightening your fists and frowning. Is the bright light bothering your eyes?”*
- Let your child know when you are about to touch him/her. *“I am going to pick you up gently now so we can go and put on a fresh diaper.”*
- Give your child experiences with sensory materials by putting sand, dirt, corn starch, water, etc., inside sealed plastic baggies.
- Offer tools that your child can use to experience new textures at his/her own pace. For example, have tongs available for picking up textured objects, paint brushes for experimenting with sticky glue, gloves for finger painting, etc.

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

You and your child share a similar level of sensitivity.

- Have fun singing loudly and dancing to music together.
- Provide fun activities using bubbles, sand, water, sandpaper, or feathers. These activities let your child explore 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. 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 ...

My toddler 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 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 toddler 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.

- Be your child's safe base. Introduce him/her to new surroundings and people from the safety of your arms or while holding hands. Talk to him/her gently and in a reassuring way about what is going.
- Help others connect with your child by letting them know to take it slow. Share your child's favorite toys or activities with the other person to build a connection.
- Don't make your child participate in a new experience if he/she seems unsure. If possible, provide a space for him/her to observe what is going on until he/she is ready to take part.
- Be careful not to label your child as "shy." Letting others know that he/she just needs a little time to watch and take it slow is more gentle and respectful. Labels can stick over time.
- Prepare children for new things. For example, if your child will be going to a new child care center, drive by and visit before the first day.

I am ...

My toddler 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.

- Try to accommodate your child's wish to explore new situations. Explore during nature walks, listen and dance to new music, taste new foods, take part in new social experiences like playdates, etc.
- Provide games and activities that encourage side-by-side or cooperative play like wagons, balls that can be rolled back and forth, puppets, water table play, blocks and vehicles, etc.
- Even though your child likes to be social, sometimes certain situations call for the help of an adult. *"You are so happy to see Arianna and you gave her such a big hug! Arianna is frowning and holding her arms close to her. I think she is trying to say, 'Please be gentle! How about saying, 'Good morning, Arianna,' and giving her a gentle pat on the hand?"*

I am ...

My toddler 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. *"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.

## ADAPTABILITY

*Describes how easily one adjusts to changes and transitions.*

I am ...

My toddler 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 toddler 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.

- Give many advance reminders when transitions are coming so that your child can be prepared.
- Try not to introduce too much too fast. A new child or teacher in the classroom might be scary or confusing for your child, so react sensitively.
- Allow your child to not participate in a new experience if he/she is having difficulty adjusting.
- Let your child know that you are available for comfort. *"I know that this is hard for you since it's so new. Do you want to play with your favorite blocks instead?"*
- Try to keep to a normal daily routine to minimize confusion for your child.

I am ...

My toddler 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.

- Try to accommodate your child's ability to explore new situations by introducing new experiences often.
- Positively reinforce your child by talking about how easily he/she adapts to new classmates, new situations, etc.

I am ...

My toddler 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 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 toddler is ...
<input checked="" type="radio"/> <b>Highly Persistent</b>	<input checked="" type="radio"/> <b>Highly Persistent</b>

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 toddler is ...
<input checked="" type="radio"/> <b>Highly Persistent</b>	<input checked="" type="radio"/> <b>Less Persistent</b>

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.

- Provide encouragement as your child attempts a task. *“You scooted so close to the toy! You are almost there!”*
- Provide experiences that your child has already mastered so that he/she can feel successful.
- Encourage emotional vocabulary development by labeling emotional reactions. *“You are stomping your feet and tightening your fists. Are you feeling angry that your tower fell down?”*
- Check in with your child often so that he/she knows you’re available to help.

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

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.

- Recognize and offer feedback when your child is working really hard at something. *“You stacked two blocks, your tower is growing.”*
- Provide activities that challenge your child. *“You are doing a four-piece puzzle. Would you like to try the new animal puzzle with more pieces?”*
- Check in with your child as he/she persists through a task to make sure he/she doesn’t become too frustrated with an activity. *“You are working very hard to get all of the pieces to fit together, and they sometimes fall apart. How are you feeling?”*
- Encourage emotional vocabulary development by asking your child how he/she feels when he/she persists at something. *“You are able to pull your friend Matthew in the wagon, and he is giggling! How does that make you feel?”*

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

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 toddler 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 toddler 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.

- Try to match your child's mood when he/she is feeling serious, so that he/she knows that this emotion is OK.
- Try not to force your child into a positive mood; allow him/her to express himself/herself.
- Encourage emotional vocabulary development by labeling emotional reactions. *"Your face tells me you're upset. Did you not like that story?"*
- Allow your child to not participate in an experience if he/she is getting upset.

I am ...	My toddler 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.

- Try to match your child's mood when he/she is feeling cheerful so that he/she knows that this emotion is good.
- Acknowledge when your child is really enjoying an activity. *"Look at the big smile on your face; you look happy riding the tricycle!"*
- Encourage emotional vocabulary development by labeling emotional reactions. *"You are smiling so much! That must mean you liked the clapping!"*
- Check in throughout the day even when your child appears cheerful.

I am ...	My toddler 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.