

Temperament Continuum

Directions: Place the initials of each of the children in your care on the continuum for each trait based on your observations and discussions with the child's family.

Trait	Continuum	
Activity Level	Very Active Wiggle and squirm, difficulty sitting still	Not Active Sit back quietly, prefer sedentary activities
Distractibility	Very Distractible Difficulty concentrating Difficulty paying attention when engaged in an activity Easily distracted by sounds or sights during activities	Not Distractible High degree of concentration Pays attention when engaged in an activity Not easily distracted by sounds or sights during activities
Intensity	Very Intense Intense positive and negative emotions Strong reactions	Not Intense Muted emotional reactions
Regularity	Very Regular Predictable appetite, sleep patterns, elimination	Not Regular Unpredictable appetite, sleep patterns, elimination
Sensory Threshold	High Threshold Not sensitive to physical stimuli including sounds, tastes, touch, temperature changes	Low Threshold Sensitive to physical stimuli including sounds, tastes, touch, temperature changes Picky eater, difficulty sleeping in strange crib/bed
Approach/Withdrawal	Tendency to Approach Eagerly approaches new situations or people	Tendency to Withdraw Hesitant or resistant when faced with new situations, people, or things
Adaptability	Very Adaptable Transitions easily to new activities and situations	Difficulty Adapting Has difficulty transitioning to new activities or situations
Persistence	Persistent Continues with a task or activity in the face of obstacles Doesn't become frustrated easily	Easily Frustrated Moves on to a new task or activity when faced with obstacles Gets frustrated easily
Mood	Positive Mood Reacts to the world in a positive way, generally cheerful	Serious Mood Reacts to situations negatively, mood is generally serious

ZERO TO THREE: Retrieved from worldwideweb http://www.zerotothree.org/site/PageServer?pagename=kay_temp June 11, 2009

Dimensions of temperament (found in several places and merged/adapted).

WestEd. (1995). The Program for Infant Toddler Caregivers' (PITC) Trainers Manual, module 1: Social-emotional growth and socialization (p.21). Sacramento, CA: California Department of Education. Thomas, Chess, Birch, Hertzig, & Korn, 1963.

