

QUALITIES OF TEMPERAMENT CHECKLIST

Check those boxes that best represent the temperament of the student. Are changes needed?

Activity Level or Amount of Activity:

- Children with **high activity** levels enjoy movement, dislike being still or contained
- Children with **low activity** level cooperate with caregivers, prefer quiet play, not roughhousing

- **Active** toddlers require greater supervision than toddlers with low activity levels
- Reduced sensory stimulation tends to increase passivity in a **passive child**, though they may crave touch, vigorous movement and enjoy physical play

Rhythmicity, or Regularity of Physical Needs:

- Eating, sleeping and toileting needs are predictable
- Difficulty establishing meal time/bed time/toileting routine

- Consistent routines may help child develop more predictable patterns

Distractibility From Ongoing Activity:

- Child easily distracted tends to be more easily soothed
- If the child is not easily distracted, the child tends not to be easily comforted

- Discovering ways to comfort is crucial and a calm controlled environment that provides carefully structured sensory input allows child to focus on one sensory modality at a time

Approach or Withdrawal Response:

- Positive approach response: Children who taste new foods, play with unfamiliar toys
- Withdrawal response: children who reject unfamiliar food, toys

- These children need gentle introductions to new people, things and activities

Adaptability to Changes in the Routine or Environment:

- Quickly accepts changes in routine or environment
- Does not accept change in routine or environment

- Familiar objects can provide information on changes in routine (i.e. a spoon can be used to indicate meal time)

Attention Span and Persistence In An Activity:

- Long attention span and persistence in activity over an extended period of time and not easily distracted
- Short attention span and persistence with easy distractibility may require some frequent and brief interaction/activities

- Some persistence in self-stimulatory behaviors may require intervention and encouragement to interact and discover other things and activities to enjoy

Intensity of Reaction:

- Intense reactions: laugh, cry, scream heartily to everyday and unusual situations
- Mild reactions: subdued, infrequent fussing

- Strong negative reactions may be a problem for caregivers

Threshold of Responsiveness to Stimulation:

- Low thresholds of responsiveness: extremely sensitive to mild stimulation of their senses

Quality of Mood or General Disposition:

- Positive mood: pleasant, attracts interaction
- Negative mood: fussy, demanding, difficult to interact with caregivers

- Caregivers/environment need to be responsive to the child's need, thus reducing fussiness

Temperaments of caregivers and service providers might affect the way they work with children with disabilities. They may need to modify their natural styles to promote pleasurable interaction for the child.
Goal: To achieve a "good fit".