



CENTER FOR Early Childhood Mental Health Consultation

Georgetown University Center for Child and Human Development



Home | A - Z List: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z | Search

Home

About the Center

Our Vision for Mental
Health in HS

Resources for:

HS Mental Health
Consultants

HS Administrators

HS Staff

HS Families

T&TA Providers

All Resources, A-Z

Popular Resources:

Teaching Tools for
Young Children

Stress & Relaxation

Temperament Tool

Toolkits

Tutorials

Links

Infant Toddler Temperament Tool (IT³)



Snapshot of "Goodness of Fit" Recommendations

You may print this page out as a reference | Provide [feedback](#) on this tool (opens in new window)

1. Activity Level

Results: both you and Adam are highly active. You and Adam share a similar activity level.

- Enjoy scooting, crawling, walking, running and climbing inside and outside with Adam.
- Make sure that you and Adam both take time for rest. Help Adam 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 Adam 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 awhile."*

2. Distractibility

Results: Adam is more focused, you are easily distracted. You and Adam 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 Adam by allowing extended experiences that he/she can handle: *"Adam, you are*

Search

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so busy looking at the stories, would you like to look at a few more?"

- Provide options at the end of an experience so Adam can feel like a part of the decision: *"You went down the slide! Would you like to go again or ride bikes now?"*
- Give Adam frequent reminders that a transition is approaching, so he/she can be prepared in advance. "Adam, it's almost time for lunch. We have about 5 minutes left for play time." When possible use multiple 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 and other methods that support the child's style of learning.
- Encourage Adam to interact with other children while playing, noticing and describing interactions between him/her and other children: *"Adam, Adam is looking at the red ball you have. Could you roll it back and forth?"*
- Spend regular one-on-one time with Adam throughout each day.

3. Intensity

Results: Adam is more relaxed, you are more intense. You and Adam seem to differ in the area of Intensity. Here are some ideas to support the fit between you and Adam's "low intensity."

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

4. Regularity

Results: both you and Adam are highly regular. You and Adam share a similar level of regularity.

- Follow your instincts of maintaining a consistent and predictable routine for you and Adam.
- Share Adam's preferred daily routine with others who care for him/her.
- Help Adam 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 Adam that he/she will eat breakfast first and then get dressed.

5. Sensitivity

Results: Adam is less sensitive, you are highly sensitive. You and Adam seem to differ in the area of Sensitivity. Here are some ideas to support the fit between you and Adam's lower sensitivity.

- Provide Adam activities that are rich in sensory experience (e.g. playing a song while dancing and holding hands with others, finger painting, water play, play dough, etc.)
- Turn off television, radio, or music.
- Use a funny, dramatic voice while reading stories. Be silly!
- While Adam may have a high threshold, still check in to see if he/she's handling a stimulating situation well: *"Adam, it is loud in here, how are you feeling?"*
- Bring in new kinds of foods for Adam to try
- Draw positive attention to Adam when he/she is enjoying new experience: *"Adam, you are playing with the sudsy water and are pouring it in and out. How does it feel on your hands?"*

6. Approachability

Results: both you and Adam are highly approachable. You and Adam both share a similar tendency to approach new situations or people.

- Share the pleasure with Adam 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 Adam 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.

7. Adaptability

Results: both you and Adam are highly adaptable. You and Adam share a similar level of adaptability.

- Just like you, Adam 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 Adam'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.

8. Persistence

Results: Adam is highly persistent, you are less persistent. You and Adam seem to differ in the area of persistence. Here are some ideas to support the fit between you and Adam's higher level of persistence.

- Recognize and offer feedback when Adam is working really hard at something: *"Adam, you stacked two blocks, your tower is growing."*
- Provide activities that challenge Adam: *"You are doing 4 piece puzzles. Would you like to try the new animal puzzle with more pieces?"*

- Check in with Adam 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 Adam 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?"*

9. Mood

Results: both you and Adam have a positive disposition. You and Adam share a similarly positive mood.

- Take delight sharing a giggle or belly laugh at the world around you. Describe Adam'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 Adam learns that these feelings are OK too.

[Return to IT³ main page](#)

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