

## HOW TEMPERAMENT AFFECTS CHILDREN & PARENTS

TRAIT	NEGATIVE ASPECTS	POSITIVE ASPECTS
ACTIVITY	<u>HIGH</u> : Social activities and task performance are easily interfered with. Behavior may be misled bold as "hyper active. " paper activity is usually disorganized, without purpose, and is not simply high activity.	<u>HIGH</u> : Vigorous and energetic. The child explores surroundings and stays active even in dull environments.
	<u>LOW</u> : Slow to perform tasks, may be labeled lazy.	<u>LOW</u> : less disruptive and cramped environments.
REGULARITY	<u>HIGH</u> : may become a problem if the needs are not met on a schedule.	<u>HIGH</u> : few surprises for parents.
	<u>LOW</u> : unpredictable care requirements.	<u>LOW</u> : may not be bothered by irregularities in care giving and routines.
INITIAL REACTION	<u>APPROACHING</u> : may accept negative influences to quickly.	<u>APPROACHING</u> : makes a rapid fit and favorable settings.
	<u>WITHDRAWING</u> : slow to accept change and may avoid useful experiences.	<u>WITHDRAWING</u> : cautious and threatening situations.
ADAPTABILITY	<u>HIGH</u> : in danger of accepting negative influences such as anti social values of peers.	<u>HIGH</u> : generally at an advantage. Accepts positive influences more quickly, in general harmony with caregivers.
	<u>LOW</u> : may have difficulty adjusting to requirements of caregivers. Stress producing. May be labeled as difficult.	<u>LOW</u> : less likely to accept negative influences

**REGISTERED AGENCY: ASSOCIATION FOR TREATMENT AND TRAINING IN THE ATTACHMENT OF CHILDREN,  
COALITION OF ADOPTION & FOSTER FAMILY AGENCIES**



TRAIT	NEGATIVE ASPECTS	POSITIVE ASPECTS
INTENSITY	<u>HIGH</u> : abrasive and annoying, may invoke counter intensity, may mislead parents or other caregivers regarding the seriousness of an issue or illness	<u>HIGH</u> : needs are certain to get attention. Caregivers welcomed the positive intensity.
	<u>LOW</u> : needs may not be expressed with enough force phone has to be recognized.	<u>LOW</u> : easier to live with.
MOOD	<u>POSITIVE</u> : may be too positive and upbeat about real problems.	<u>POSITIVE</u> : generally welcome.
	<u>NEGATIVE</u> : unpleasant for parents and other caregivers who may over estimate importance of an issue where physical compliant.	<u>NEGATIVE</u> : few advantages, however, may evoke more positive involvement from parents and other caregivers because of their concern.

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PERSISTENCE & ATTENTION SPAN	<u>HIGH</u> : the new absorbed in work and play may make the child seem to ignore parents, teachers, and others.	<u>HIGH</u> : greater achievement likely at various tasks and in school Perrier
	<u>LOW</u> : less efficient at completing tasks, fails to perform as expected. This is not "attention deficit" if the child functions well, particularly in combination with compensatory factors such as high adaptability and intelligence.	<u>LOW</u> : may be more easily drawn out of activities or habits that are unacceptable to parents and others.
DISTRACTIBILITY	<u>HIGH</u> : easily diverted from tasks, performance is easily interfered with, needs reminders.	<u>HIGH</u> : easy to soothe as an infant.
	<u>LOW</u> : may be unaware of important signals such as warnings from parents.	<u>LOW</u> : can work efficiently in noisy places.
SENSITIVITY	<u>HIGH</u> : more perceptive of surrounding noises, smells, lights, textures, and internal sensations. As an infant more prone to collect and sleep disturbances.	<u>HIGH</u> : more aware of changes in environment and of existence and nuances of other people's thoughts and feelings
	<u>LOW</u> : may miss important cues from surroundings.	<u>LOW</u> : more shielded from too much environmental input.

FROM *Coping with Children's Temperament: A Guide for Professionals*, by William B. Carey & Sean C. McDevitt, NY, Basic Books, 1995.