

9 Traits You Should Know About Your Temperament

The Being Well Center



SUMMARY:

1

Temperament refers to in-born behavioral styles that remain stable throughout life and modulate responses to situations. Understanding one's own temperament and that of children is crucial for personal growth and effective parenting.

2

There are nine dimensions of temperament, each falling along a continuum, such as Activity Level, Rhythmicity, Threshold of Response, Frustration Tolerance, Intensity of Response, Mood, Approach-Withdrawal, Adaptability, and Persistence.

3

Temperamental traits like Intensity of Response can significantly impact behavior, with high intensity responses potentially leading to challenges in self-control and social skills if not appropriately managed.

4

Each temperamental trait interacts with others to shape behavior and personality. For instance, a child with a negative mood, long persistence, slow adaptability, low frustration tolerance, and high intensity of reaction may exhibit frequent, intense negative reactions.

5

. It is essential to analyze each temperamental trait individually and consider how they interact to understand behavior better, as subtle differences in temperamental profiles can result in significant differences in behavior at home and in classrooms.

The Being Well Center

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9 Traits You Should Know About Your Temperament

23 Comments

Temperament refers to our in-born (not learned) behavioral style. We all come into the world with a unique set of temperamental characteristics that remain stable throughout our lifetime. These characteristics modulate how we respond to every situation in our lives. *Understanding our own temperament as individuals and the temperament of our children is incredibly helpful in being the best we can be and in bringing out the best in our children.*

In our experience, understanding the concept of temperament and applying that knowledge to ourselves as parents and spouses and to those around us helps us to better understand behavior...struggles, failures, and successes. In fact, *failure to understand a child's temperament and the role it plays in his behavior and performance can be a major source of frustration for parents.*



(<https://beingwellcenter.wordpress.com/wp-content/uploads/2014/07/step1a.jpg>) In our model, there are nine dimensions of temperament and we all fall somewhere along a continuum for each one. The ranges for these continuums are presented in the next section for each temperamental trait. It is important to know that *where an individual falls along this continuum for any given temperamental trait is neither good nor bad...it just is!* In fact, the same temperamental trait (e.g., being very intense) that is helpful to us in one situation may interfere with our behavior or performance in another.

A key goal should be to understand our temperament and the temperament of the children we live and work with. We need to critically consider how any extreme temperamental traits might be contributing to problems in performance, behavior, or social interaction. When temperamental extremes do interfere with performance, behavior or social interaction, we need to learn how best to work around or control these extremes.

Therefore, when we suspect that an ADD/ADHD child's or adult's temperamental characteristics play a role in his failure to meet an expectation at school or work, we know we must develop some type of accommodation to address this contribution.

1. Activity Level refers to the amount of activity from high to low that we engage in throughout our day. Some of us are always moving and physically active; others of us are more sedentary and spend most of our time engaged in quiet activities. The child with a high activity level is likely to be in his element in gym class and playing tag during recess and to have more difficulty staying settled during quiet seated activities; on the other hand, the child with a low activity level might prefer sitting and drawing or reading during free time rather than going outside to play an active game.

2. Rhythmicity refers to the predictability of our daily bodily routines for sleeping, eating and going to the bathroom. It ranges from highly regular to highly irregular. Those of us who are highly rhythmic are hungry, have a bowel movement, and feel sleepy at about the same times every day. Others of us, who are highly irregular do not have a schedule or rhythm at all...our wake-up time varies from day to day; we feel ready for bed at different times and need to go to the bathroom at various, unpredictable times throughout our day. This unpredictability can present a challenge for the child who is asked to adhere to a rigid school schedule where everyone eats and takes bathroom breaks at the same time every day.

3. Threshold of Response refers to the amount of stimulation, ranging from high to low, we require before responding. Those of us with a low threshold require very little to make us happy, sad, angry, etc. Others of us with a high threshold require a lot before we react. The child with a very high threshold may be injured and not seem to notice his pain. At the other extreme, the child with a very low threshold may be bothered by the slightest noise, the frown from the teacher, the tags in clothing, the buzz of the fluorescent lights, the seams in socks, and the taste, texture or smell of food.

4. Frustration Tolerance refers to the level of difficulty we are able to experience before we become frustrated. Frustration tolerance ranges from high to low. Those of us who have a high frustration tolerance are able experience an awful lot of difficulty before we feel frustration. Others of us who have a low frustration tolerance become frustrated very easily. The child with a high frustration tolerance may be able to deal with repeated struggles and failures in the classroom without experiencing significant frustration. The child with a very low frustration tolerance, however, can be quick to experience frustration when asked to perform tasks of only moderate difficulty. This, in turn, sets him up for repeated struggles and can turn into negativity towards school and other learning situations.

5. Intensity of Response refers to the strength of our responses ranging from high to low. These responses can be demonstrated outwardly or experienced inwardly. So it is not always easy to judge someone's intensity of response by what we see. Our intensity is independent of the quality (negative or positive) of our response and the immediacy of our response (threshold).



(<https://beingwellcenter.wordpress.com/wp-content/uploads/2014/07/step5-e1405883745419.jpg>) Those of us with a high intensity of response experience or show strong responses. When we are happy we are very, very happy; when we are sad, we are very, very sad; when we are angry, we are very, very angry. Others of us who have a low intensity of response barely show a blip on the screen when our emotions are set off. A child with high intensity may become overly silly at birthday celebrations, rageful during a conflict on the playground, and immobilized with nervousness on math time-tests. On the other hand, the child with low intensity of response may not seem to react at all; she does not experience extreme excitement over a special event or intense disappointment over a failure. In fact, we may find it difficult to read the reactions of a child with low intensity, often misjudging low intensity for not caring.

It is important to remember that when observing for intensity of response, we can't always judge the book by looking at the cover; some very intense people experience all their intensity internally; nail-biting, skin-picking, complaints of a tightness in one's chest, stomachaches, jaw aches, or headaches, etc., may be our only clues to what is going on inside.

High intensity of response (externally or internally) is a very powerful temperamental trait. When present, it can rule over everything: good thinking, paying attention, proper self-control, and appropriate social skills to name a few. Failure to identify a high intensity response pattern and appropriately accommodate for it can, inadvertently, set a child up for turning to a variety of other dysfunctional behaviors in an attempt to cope with her strong reactions including such things as over-eating, drug use, and developing an "I don't care" attitude.

6. Mood refers to the overall quality of emotion throughout the day ranging from very positive to very negative. Those of us with positive mood spend the greater portion of our day in a pleasant mood; we are likely to put a positive spin on everything; problems are challenges. Others of us with a negative mood may seem more critical throughout our day; we are likely to see the glass as half empty. A child with positive mood is generally pleasant in the classroom and may even struggle to recognize when difficulties are present or percolating. The child with negative mood is likely to respond with frown, a headshake, or critical comment to most anyone or anything.

7. Approach-Withdrawal refers to our initial response to new persons, places, events, and ideas ranging from highly approach to highly withdrawal. Those of us who are highly approach readily jump into attempting new tasks, meeting new people, and trying new foods. Others of us who are highly withdrawal resist trying a new activity, avoid attending a party with strangers, and step back from a different kind of food. The child who is highly approach will not hesitate to start a conversation with a new student or teacher, jump into new activities and embrace new concepts and academic challenges. The child who is highly withdrawal may struggle with new students, avoid new playground activities, and step back from an unfamiliar concept in the classroom.

8. Adaptability refers to the amount of time and effort it takes to adapt or accommodate to a new person, situation, or concept after our initial approach or withdrawal response. This can range from easy (highly adaptable) to very slow (non-adaptable). Those of us who are highly adaptable easily integrate new routines, expectations, and concepts into our life. Those of us who are slow to adapt struggle tremendously with these same changes. In the classroom, the child who is highly adaptable readily goes with the flow regardless of the changes in his day, such as routines, class structures, and rules. The child who is slow to adapt may require an extended time to get into the flow at the beginning of each school year, struggle with changing expectations, buck new rules, and resist changes in routines. This same child may seem slow to understand and integrate new concepts that are presented even when they are in sync with his ability level.

9. Persistence refers to how long we stick with tasks regardless of their difficulty ranging from very long to very short. Some of us are highly persistent even in the face of tremendous difficulty; we keep going and going and going. Others of us spend only a short time on a challenging task before giving up and moving on to something else. The child with long persistence resists giving up and will practice a task repeatedly until he has mastered it. This same child may struggle to stop an activity when it is time to move on if he has not yet mastered or completed it. The child with short persistence may stop practice before mastery, struggle to stick with longer, more complex tasks, and be ready to put down a challenging book long before the last page.

A Final Word about Temperament



(<https://beingwellcenter.wordpress.com/wp-content/uploads/2014/09/step2b.jpg>) Each of our temperamental traits is important and plays a significant role in shaping who we are, how we behave, and how we experience and respond to the world around us. While we have defined and discussed these traits individually, it is important to remember that in the real world these traits do not exist in isolation; they interact with each other to influence our behavior in a complex way. Subtle differences in temperamental profiles can result in dramatic differences in how they present themselves in our homes and classrooms.

For example, a child with a negative mood, long persistence, slow adaptability, low frustration tolerance, and high intensity of reaction may be very difficult to work with when this set of characteristics interact with each other to result in frequent, very big negative reactions that last a long time in response to the inevitable changes and challenges that occur every day in the classroom.

On the other hand, a different child with a very similar profile including a negative mood, long persistence, slow adaptability, low frustration tolerance, *but* a low intensity of reaction may be much less difficult to work with. This is because his low intensity of reaction means his frequent, negative reactions to the changes and challenges in the classroom will be milder and, even if they do persist, their small magnitude may not register on anyone's radar.

Therefore, as we examine a child's temperamental profile, it is important to look closely at each trait separately and then consider how each of these individual traits may interact with the others to shape the behavior and personality we are observing.

We'd like to share a quick worksheet to help you apply the 9 Temperament Traits to yourself or a loved one. Download: [9 TEMPERAMENT TRAITS WORKSHEET](https://beingwellcenter.wordpress.com/2014/09/11/9-traits-you-should-know-about-your-temperament/9-temperament-traits-worksheet/) (<https://beingwellcenter.wordpress.com/2014/09/11/9-traits-you-should-know-about-your-temperament/9-temperament-traits-worksheet/>). Where do you fall on the spectrum? Your spouse? Your children?

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medical director of the being well center, ADHD expert, speaker, and author

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Center for Early Childhood Mental Health Consultation - Temperament Traits



SUMMARY:

1

The Center of Excellence for Infant and Early Childhood Mental Health Consultation provides resources on Infant Toddler Temperament Tool (IT3) and various other topics related to mental health consultation for different stakeholders like consultants, administrators, families, and providers.

2

The document outlines different temperament traits such as Activity Level, Distractibility, Intensity, Regularity, Sensitivity, Approachability, Adaptability, Persistence, and Mood, along with typical behavioral indicators for adults and children for each trait.

3

Each temperament trait is described in terms of high and low indicators, providing insights into how individuals may behave based on their activity level, distractibility, intensity of emotional responses, regularity of biological functions, sensitivity to stimuli, approachability to new situations, adaptability to changes, persistence in activities, and mood tendencies.

4

The document emphasizes the importance of understanding temperament traits in children and adults, highlighting how these traits can influence behavior, reactions, and interactions in various settings.

5

The resources available on the website aim to support mental health in Head Start programs, offering tools like the Temperament Tool and information on stress, relaxation, and other relevant topics for individuals involved in early childhood development and mental health consultation.



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Infant Toddler Temperament Tool (IT³)



Temperament Traits

Dimensions	Typical Behavioral Indicator	The Adult...	The Child...
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.	<i>High Activity</i>	has difficulty sitting still.	is squirmy and active.
	<i>Low Activity</i>	sits back quietly and prefers sedentary activities.	prefers less noise and movement.
Distractibility is the ease with which one can be distracted, or, conversely, his level of concentration or focus	<i>High Distractibility</i>	has difficulty concentrating, paying attention when engaged in an activity and is easily distracted by sounds	is very distracted by discomfort, noticing even small signals of discomfort such as hunger, being sleepy, etc.

		or sights during activities.	
	<i>Low Distractibility</i>	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, does not seem very bothered at all.
Intensity refers to the energy level of one's emotional response both positive and negative	<i>High Intensity</i>	has strong/intense positive and negative reactions.	
	<i>Low Intensity</i>	has muted emotional reactions.	
Regularity relates to the predictability of biological functions such as eating, sleeping, etc.	<i>Highly Regular</i>	has predictable appetite, sleep and elimination patterns.	
	<i>Irregular</i>	has unpredictable appetite, sleep and elimination patterns.	
Sensitivity describes how sensitive one is to physical stimuli such as light, sound and textures.	<i>High Sensitivity</i>	is sensitive to physical stimuli including sounds, tastes, touch and temperature changes; is a picky eater and has difficulty sleeping in a strange bed.	
	<i>Low Sensitivity</i>	is not sensitive to physical stimuli, including sounds, tastes, touch and temperature changes; can fall asleep anywhere and tries new foods easily.	
Approachability is one's initial response to new places, situations, or things	<i>High Approaching</i>	eagerly approaches new situations or people.	
	<i>Low Approaching</i>	is hesitant and resistant when faced with new situations, people or things.	
Adaptability describes how easily one adjusts to changes and transitions	<i>High Adaptability</i>	transitions easily to new activities and situations.	requires very small amount of time to feel ok in new situations .
	<i>Low Adaptability</i>	needs more time for transitioning to new activities or situations.	child may cry or stay close to caregiver before approaching a new situation.
Persistence relates to the length of time one continues in activities in the face of obstacles	<i>High Persistence</i>	continues with a task or activity in the face of obstacles and does not get easily frustrated.	
	<i>Low Persistence</i>	moves on to a new task or activity when faced with obstacles and gets frustrated easily.	
Mood is one's tendency to react to the world primarily in	<i>Positive Mood</i>	reacts to the world in a positive way and is generally cheerful.	

a positive or negative way	<i>Serious Mood</i>	reacts to situations in an observant, sometimes more serious way. Tends to be thoughtful about new situations.
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Parenting Styles/Children's Temperaments: The Match

Anita Gurian, PhD



SUMMARY:

1

Parenting Styles: The document discusses four main parenting styles – Authoritarian, Authoritative, Permissive, and Uninvolved. It explains how each style influences children differently based on levels of control, warmth, and responsiveness.

2

Impact on Children: It highlights that children with authoritative parents tend to be the best adjusted, socially competent, and balanced. It contrasts the effects of overly strict, permissive, and uninvolved parenting styles on children's development and behavior.

3

Research Findings: The document references a study showing a correlation between parenting styles and children's weight status. It indicates that authoritarian parenting is linked to a higher risk of children being overweight due to potential issues with eating habits and control.

4

Parent-Child Interaction: It emphasizes that parenting is interactive and influenced by children's temperaments. The document explains how children's temperaments, such as easy, difficult, or slow to warm up, interact with parenting styles to create a harmonious or challenging relationship.

5

Guidance for Parents: The article provides advice for parents, suggesting they consider their own and their child's temperamental styles, set clear expectations, encourage problem-solving, prioritize communication, and respect each child's individual strengths without making comparisons.

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Parenting Styles/Children's Temperaments: The Match

by [Anita Gurian, PhD](#)



Introduction

When a child is born, parents' lives inevitably change. From the beginning they need to make decisions: bottle or breast feeding; carriage or stroller; nanny or day care, work or stay at home; and the list goes on. As children grow older, the decisions don't stop; they change -- school, meals, allowances, after-school activities, friendships, holidays. Although solutions to these individual daily dilemmas are important, it's the parents' overall style and attitude that count as they influence, teach and socialize their children.

Parenting style—what is it?

Parenting style refers to the *broad overall pattern* of parental actions, rather than to a single act.

Types of parenting styles

Descriptions of parenting styles grew out of the work of Diana Baumrind and other researchers in child development. They looked at children who had the qualities most of us would want in our children: independence, maturity, self-reliance, self-control, curiosity, friendliness and achievement orientation. The researchers then interviewed the parents of these children to ascertain which elements of parenting fostered these qualities.

They identified two important ingredients:

- a) responsiveness, or warmth and supportiveness
- b) demandingness or behavioral control.

Four styles of parenting, as listed below, are based on these elements.

Authoritarian, or extremely strict, parents are highly controlling. They dictate how their children should behave. They stress obedience to authority and discourage discussion. They are demanding and directive. They expect their orders to be obeyed and do not encourage give-and-take. They have low levels of sensitivity and do not expect their children to disagree with their decisions.

Authoritative, or moderate, parents set limits and rely on natural consequences for children to learn from making their own mistakes. Authoritative parents explain why rules are important and why they must be followed. They reason with their children and consider the children's point of view even though they might not agree. They are firm, with kindness, warmth and love. They set high standards and encourage children to be independent.

Permissive, or indulgent, parents are accepting and warm but exert little control. They do not set limits, and allow children to set their own rules and schedules and activities. They do not make demands about behavior as authoritarian or authoritative parents do.

Uninvolved parents demand little and respond minimally. In extreme cases, this parenting style might entail neglect and rejection.

How does parenting style affect children?

Research has found that the best adjusted children, particularly in terms of social competence, have parents with an authoritative, moderate parenting style. These parents are able to balance clearly stated, high demands with emotional responsiveness and respect for their child's autonomy. Both authoritarian and authoritative parents have high expectations of their children and use control, but the overly strict parent expects the child to unquestioningly accept parental judgments and allows the child little freedom of expression. Children of overly strict parents are apt to be reliant on the voice of authority and to be lacking in spontaneity. In contrast, the authoritative parent permits the child enough freedom of expression so that he or she can develop a sense of independence. Permissive parents make few demands and their children have been found to have difficulty controlling their impulses, and can be immature and reluctant to accept responsibility.

One example of the effect of parenting style on the development of children was published in the June 2006 issue of *Pediatrics*. A research team headed by Dr. Kyung E. Rhee, a pediatrician at Boston Medical Center, analyzed data for 872 children collected by the National Institute of Child Health and Human Development. They assessed the relationship between child-rearing style, assessed when the children were 4 and a half years of age, and their weight status two years later.

By that time more than 11 percent of the children were overweight and an additional 13.4 percent were considered at risk. The children of authoritarian mothers were nearly five times as likely to be overweight as those of authoritative mothers, and children of permissive or uninvolved parents were at more than three times the risk. The researchers stated that an overly strict upbringing can have a negative impact on weight because the children may fail to learn to eat on the basis of hunger and satiety. In such families parents may use food as a reward, insist that children clean their plates, or restrict the kind or amount of food a child can eat.

Parenting styles and some daily dilemmas

Annie, aged 4, has grabbed a ball from Luisa, another child.

Strict parent: You come back right this minute and give that ball back to Luisa immediately.

Moderate parent: The ball belongs to Luisa. I know you want to play with it, but why don't you talk it over with her and try and work out a system to take turns?

Permissive parent, believing that Annie should be allowed to express her impulses freely, doesn't suggest a solution and does not use the opportunity to help her solve a problem.

Richard, aged 12, wants to rent an R-rated DVD that his friends have been talking about.

Strict parent gets mad and tells him he can't rent any more DVDs.
Moderate parent says no and helps him find a more appropriate DVD.
Permissive parent lets him rent it when he pleads.

What about children's styles?

Parenting doesn't happen in a vacuum; parenting is an interactive situation. Children also have styles, or temperaments, which mesh with their parents' style, each affecting the other. Children are born with a tendency toward reacting to people and events in specific ways. This preferred way of responding is called temperament. Children in the same family often have different temperaments, and parents who have several children are likely to recognize the differences and react differently to each child. For example, a parent would probably respond quite differently to an overly active, impulsive child than to a shy, timid child. She probably would discourage impulsive behavior in the overly active child but encourage assertive behavior in the shy child.

Differences in children's temperament can be seen even in infancy. Researchers have delineated three broad styles of temperament, as follows:

Easy children are calm, happy, adaptable, regular in sleeping and eating habits, positive in mood and interested in new experiences.

Difficult children are often fussy, irregular in feeding and sleeping habits, low in adaptability, fearful of new people and situations, easily upset, high strung, and intense in their reactions.

Slow to warm up children are relatively inactive, reflective, tend to withdraw or to react negatively to novelty, but their reactions gradually become more positive with experience.

It's the mix or the "**goodness of fit**" between parent and child that matters most. The match or mismatch between a child and parent determines the harmony between them. Temperament, however, is not set in stone. Although temperament has been shown to be consistent over time, family environment and life experiences can make a difference. Parents who are sensitive to their child's temperamental style and can recognize the child's unique strengths will make family life smoother. For example, when faced with a new situation, a parent of a slow to warm up child may need to be patient and allow him more time to assess a situation. A difficult child may need advance rehearsal of the expected behavior to help her deal with the new situation.

Obviously, all parents and children are unique and not easily categorized. Most will show characteristics of several styles, but over time, one style generally prevails.

What parents should keep in mind

Think about how your own temperament style meshes with your child's temperament style.

Be attuned to your child's temperament and encourage her to accomplish tasks at her own pace.

Make your expectations clear. Setting limits will help your child develop self control.

Encourage children to work with you on generating solutions to problems.

Make communication a priority. Be open to discussion; take time to explain your decisions and motives and listen to your children's point of view.

Make them aware that their opinions are respected, but remain firm in your decisions.

Respect each child's individual strengths and don't compare children.

Understanding Temperament and Caregiver-Child Mismatches

Rahil D. Briggs PsyD



SUMMARY:

1

Caregivers can have an easier time parenting when they understand their own and their child's temperament.

2

No temperament is "good" or "bad," but some are considered difficult, requiring extra support for caregivers.

3


Practitioners can offer approaches to caregivers that strengthen their ability to assess temperament and manage its impact.

4

Adapting parenting style can help when there is a temperament mismatch between caregiver and child.

5

Understanding a child's temperament allows caregivers to make accommodations to support individual children, recognizing their temperament while also supporting their growth and flexibility.

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Rahil D. Briggs PsyD

On Babies

CAREGIVING

Understanding Temperament and Caregiver-Child Mismatches

How to support connection and growth.

Posted December 15, 2022

Reviewed by Vanessa Lancaster



KEY POINTS

- Caregivers can have an easier time parenting when they understand their own and their child's temperament.
- No temperament is "good" or "bad," but we often consider some difficult, requiring extra support for caregivers.
- Practitioners can offer approaches to caregivers that strengthen their ability to assess temperament and manage its impact.
- Adapting parenting style can help when there is a temperament mismatch between caregiver and child.

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OK

about temperament and how it affects behavior, they have an edge! While personality is understood as something that develops over time, temperament is believed to be innate.

Practitioners can share with caregivers that temperament considers a range of behavior in nine areas: activity level, distractibility, intensity, regularity, sensitivity, approach and withdrawal, adaptability, persistence, and mood. The constellation of these areas makes up each human's unique temperament, a key predictor of how they experience the world.

Understanding a child's temperament allows caregivers to make accommodations to help support individual children, recognizing their temperament while also supporting their growth and flexibility. For example, a child with a very high activity level will benefit from environments where a high activity level is appropriate while also learning skills for success in low activity level environments.

What about a child with a high activity level whose caregiver has a low activity level? Even if temperament is biological, biology is not destiny, and caregivers can support young children in their growth and promote goodness-of-fit in the caregiver-child dyad (whether matched or unmatched) in many ways. Among them:



- **Stay out of binary thinking.** Either/or frameworks can cause stress. While there is no “good” or “bad” temperament, cer-

ability scale and high on the activity scale, their temperament may be considered “difficult” (Zhang et al., 2022). Caregivers may need to acknowledge this difficulty before moving on to solutions.

- **Use temperament as a lens for understanding.** When caregivers understand their own temperament—and that of their child—they can potentially bring more empathy to themselves and their littles. Sometimes strong parental reactions are rooted in a temperament mismatch. If caregivers see that the conflict is rooted in temperament, troubleshooting may come more easily.
- **Consider the environment.** The temperament of the caregiver and the child impact each other, but the environment (physical environment, routines, etc.) also affects children and can be altered to increase ease when there is a mismatch, or a child is struggling.
- **Employ mindfulness and coping strategies.** Adults who know their child has a “difficult” temperament or that they have low goodness-of-fit/high mismatch can—through that lens of understanding—make space for this challenge. Mindfulness, self-care, and experimenting with coping strategies may help.
- **Support growth sensitively.** It can be daunting to support a slow-to-warm child in adjusting to new environments. Or to support an intense child in moderating their reactions. Caregivers may need support in order to provide the structure required to bring about changes over time.

One last consideration is parenting style. Recent research indicated that more supportive parenting yielded significantly

givers see temperament and goodness of fit as factors for understanding themselves and their children, adjustments and allowances can be made so all parties can thrive.

THE BASICS

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References

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About the Author



Rahil Briggs, PsyD, is a Clinical Professor of Pediatrics, Psychiatry, and Behavioral Sciences at Albert Einstein College of Medicine.

Online: [HealthySteps](#), [Twitter](#)

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