

**TEMPERAMENT QUESTIONNAIRE**

The following questions may be used as a guide to assist in graphing the profile.

1. Activity Level

- As an infant, how much did the baby move around? A lot? Very little movement? In between? Did the baby wiggle constantly during baths, during diaper changes, in bed? Or was the baby still?
- When he got older, would he rather sit quietly for a long time engrossed in some task, or did he prefer to seek out opportunities for active play?
- Can he sit still for extended periods of time?
- Can he sit through an entire meal without seeking an opportunity to move about?
- Must a long car ride be broken up by frequent stops because of his restlessness?

2. Rhythmicity

- As an infant, did she get into a predictable sleeping and feeding schedule by the time she was six weeks old? Or, did she vary her hunger and sleep patterns from day to day?
- Does she get sleepy or hungry at regular and predictable times now, or can you never tell when she will be hungry?
- Are her bowel movements generally regular, or erratic in their pattern?
- Does she have any characteristic routines relating to hunger, such as a need to take a snack immediately after school or during the evening?

3. Approach to New Situations

- As an infant, when a new event, new toy, new food, new article of clothing was introduced, how did the baby react? Did he fuss, do nothing special, like it immediately?
- As an older child, did he immediately and easily take to new clothing, new neighborhood children, new school, or a new teacher, or did he cling, act *shy*, take a long time to warm up to it?
- Will he try new activities, go easily on new family excursions, or does he withdraw first before warming up to the plan?
- Is the child always happy? Or, is the child's mood in the middle, neither mostly jolly nor mostly serious?

4. Adaptability

- When having to switch between two equally familiar foods, clothing, schedules, and so forth, how easily did the infant adapt to the change?
- When given a different (but not new) food or toy, for example, would the infant accept the change with ease or with much fussing?
- As an older child, does she adjust easily and fit quickly into changed family patterns? Is she willing to go along with other children's preferences, or does she always insist on pursuing only his own interests?
- Does she let past comforts or frustrations pass, or is she regularly bringing them up and never quite adjusting to the present.



5. Intensity of Reaction

- When the infant was hungry, did he let out just a tiny squeak, or roar out a scream, or make noise somewhere in between?
- When he didn't like a food, did he just quietly turn away and just grimace, or did he scream loudly in a way as to assault the ears of those around him?
- When he likes something, did he laugh loudly or just quietly smile?
- As an older child, if something pleasant happens, does he tend to be very mildly enthusiastic, average in his expression of joy, or, yelling and screeching with gleeful ecstasy?
- When he is angry, does he fuss quietly, or bellow with rage?
- When he goes across the room to pick up something, does he gently tip-toe and pick it up as if it were delicate glass, or does he come crashing through in full force, Geronimo style?

6. Threshold of Responsiveness

- How sensitive was the infant to noises, heat and cold, tastes, textures, light, and so forth.
- Was she very responsive or only mildly responsive to these things?
- Did she quickly look towards a sound?
- Did bright lights make her blink or cry, or did she not even notice them?
- Did she notice changes on a familiar person, like new eyeglasses, or a new hairdo?
- As an older child, does she show hypersensitivity to noise, visual stimuli, rough clothing, heat, or is she not very responsive to such stimuli at all, or is she somewhere in between?

7. Quality of Mood

- When the infant liked or disliked something, was it easy to tell?
- Did he generally appear content, or did he most often appear discontented?
- Does the child appear mostly jolly and smiling or mostly somber and serious?
- Do people frequently ask the child why he looks unhappy, or do people easily assume that

8. Distractibility

- When the baby was sucking a bottle or breast, would she stop if she heard a slight sound or would she continue sucking?
- If she were hungry or fussy while waiting for a bottle, could she easily be diverted by giving her a rattle or by holding her?
- Does the child start off to do something and then often get sidetracked by something her brother is doing, by a magazine, a toy, a game, or by any number of circumstances that catch her eye or her ear?
- Or, on the contrary, once she is engaged in an activity, is she unaware of what is going on around her?

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9. Attention Span-Persistence

- Without any distractions, did the infant stick with some activity for a long time, or just briefly?
- How long does the child persist in the face of a difficult task, such as difficult school work, a difficult game, puzzle, or athletic activity, or a difficult challenge, such learning to ride a bicycle?
- After overcoming the initial difficulty in mastering these activities, how long is the child's attention span for these activities -- very long, very short, or in between?
- Without any distractions, will the child read a book, work a puzzle, play a game for a long time, only a short time, or somewhere in between?

10. Emotionality

- Was it easy to read the infant's feelings, or did the parents have to guess what the infant was feeling and needing?
- Does the child easily share what he is feeling, either-by actions or words, or does the child most often keep his feelings to himself?
- Does the child easily and spontaneously cry or laugh, or do you constantly have to ask the child what he is feeling in order to find out?
- Is the child's emotional expressiveness somewhere in-between, non-descript?
- Does the child express a wide range of emotions, or are his expressions restricted to very basic and infrequently expressed feelings?

11. Sociability

- Was the infant enchanted by the sight of a human being, or did she prefer playing with toys and being alone?
- Would the infant seek out people over things, or did she try to avoid people?
- As a child, is she clingy or "needy" and dislikes being alone?
- Can she play alone for long periods of time, or does she need lots of contact with parents, siblings, and friends?
- When in public, does she easily talk to people, or does she stay by herself?

12. Fearfulness

- Did the infant startle easily to and withdraw from unexpected events?
- Did he show clear fear and avoidance responses to seemingly innocuous people, animals, and objects?
- Would a mildly threatening event produce an exaggerated anxiety response?
- As a child, does he easily develop phobias and fears, or is he very "brave" and willing to undertake challenging risks?
- Does he easily become anxious from regular life events, or does he handle them comfortably?
- Does he seek out physical thrills (motorcycle riding, roller-coaster riding, high diving, downhill skiing, etc.), or does he avoid such activities as "scary?"

TEMPERAMENT QUESTIONNAIRE13. Soothability

- When distressed as an infant, could she be easily comforted to relaxation by holding or caressing her, or would she continue to cry in distress in spite of adequate attempts to soothe her?
- Would rocking her calm her down, or were parents left totally frustrated by their inability to help her relax?
- As a child, when frustrated, could she be talked down?
- Would she be comforted by a hug or words of reassurance, or would nothing help her to calm down except time?

14. Fastidiousness

- Was/is there fussiness if food were smeared on his face, his diaper was dirty, or his food tray was disordered?
- As a child did he exhibit a sense of order: would he get irritable and cranky if his blanket was wrinkled or messed up or his room was in disorder, or, could the child be quite comfortable in a very messy *room*?
- Would the child keep all his toys lined up, his crayons neatly ordered, and his clothes all hung on a rack in tidy fashion, or did/does he care less about where things are left?
- Does the child have rituals that keep order, cleanliness, and neatness in his life, or does he function quite well in a very casual style, or is it somewhere in between?

15. Cuddlyness

- Regarding holding: did the infant mold and cup to the parents' shoulders, or did she arch and push away when held closely?
- Was the child more relaxed when held closely, or when held at arm's distance?
- Does the child comfortably give a hug, or does she feel very awkward, stiff, and uncomfortable in doing so?

(Note: Cuddlyness is a dimension that tends to be at one extreme or another, unlike the dimensions above, which all tend to be on a smooth continuum.)

Questionnaire based on that of Donald T. Saposnek, Ph.D.
Items 1-9 Adapted from: Thomas, A., Chess, S., and Birch,
H.G. Temperament and Behavior

Disorders in Children. N. Y.: New York University Press, 1968
Items 10-15 Extrapolated from the work of the original
authors cited on the *Temperament Profile*