

## Parent/Child Temperament and Goodness of Fit Chart

On the chart below, review each of the temperament dimensions, preferably with the parent and select the appropriate measure. It is helpful to complete a chart for any person having primary care of the child where there may be conflict/struggles.

### Activity Level

Child	low	-----	high
Parent	low	-----	high

### Positive Affect

Child	low	-----	high
Parent	low	-----	high

### Effortful Control

Child	low	-----	high
Parent	low	-----	high

### Fearfulness/Adaptability

Child	low	-----	high
Parent	low	-----	high

### Anger/Frustration Expression

Child	low	-----	high
Parent	low	-----	high

### Recovery Time

Child	slow	-----	fast
Parent	slow	-----	fast

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## Definitions

### Activity Level

How active, alert, energetic is the child/parent

### Positive Affect

How much positive feeling does child/parent express in general. Do they tend to be more glass is half full or do they tend to see the glass as half empty?

### Effortful Control

“Effortful control is characterized by the ability to voluntarily focus and shift attention and to voluntarily inhibit or initiate behaviors, and includes behaviors such as delaying; these processes are integral to emotion regulation (Caspi & Shiner, 2006; Kieras, Tobin, Graziano, & Rothbart, 2005; Saarni, Campos, Camras, & Witherington, 2006)

### Fearfulness

How distressed, fearful, stressed does a child/parent become in sudden change or stimulation. This can include such things as going to dentist, first day at school, attending a party.

### Anger/Frustration

How much of this affect is shown when child faces a challenge or does not have their own way. Does it surface quickly and with force or is it slow and easily managed?

### Recovery Time

When there is a negative reaction or response how long does it take the child/parent to recover to a calm state and be able to re engage in the relationship. This includes anger, sadness, hurt, disappointment, etc. (Note: Parents should be able to do this before the child).

## Exercise 1: Charting a child/parent goodness of fit.

Think of a child parent relationship that you know well. It could be yourself and your parent, you and your child, or another child parent relationship.

Starting with Activity Level, consider how you would 'grade' the child and the parent. Continue to do this for each of the dimensions.

When finished look at the different grades and reflect on the following.

1. What do you notice about temperament of the child?
2. What do you notice about the temperament of the parent?
3. What do you notice are the alignments between parent and child.
4. What are the possible impacts/ consequences (+ and - ) of the alignments
5. Where is there misalignment?
6. What are the possible impacts/consequences of these misalignments?
7. What one dimension would make the biggest difference in enhancing the fit between the child and parent?