



LEARNINGbyte

EI Service Delivery

Identifying “Goodness of Fit”



PURPOSE OF ACTIVITY

This activity is designed to show early interventionists how to identify the “goodness of fit” between caregivers and their children using the Infant Toddler Temperament Tool (IT3).



RESOURCES NEEDED

- Handout – [Infant \(Birth-18 months\) Temperament Tool](#)
- Handout – [Toddler \(18-36 months\) Temperament Tool](#)
- Optional - Both [Handouts](#) Available in Spanish



SPECIFIC STEPS

1. Provide printed handouts for each participant. The electronic [link](#) may also be shared prior to the meeting.
2. Begin by asking participants, **“What is goodness of fit?”**
“Goodness of fit” is the compatibility between each adult and child’s temperament. While temperament is biological, environment can affect a person’s temperament. For example, a child may be very shy and “low approaching,” but given experiences and modeling, may adapt more to new situations or people.
3. Ask participants, **“Why is ‘goodness of fit’ important when supporting families?”**
“Goodness of fit” can affect the quality of relationships. This compatibility is often called “goodness of fit.” Goodness of fit happens when an adult’s expectations and methods of caregiving match the child’s personal style and abilities. Goodness of fit does not mean that adult and child temperaments have to match. The parent or caregiver does not have to change who they are. They can simply adjust their caregiving methods to be a positive support to their child’s natural way of responding to the world. For example, if a child is highly active, a caregiver may pack extra activities in the diaper bag for waiting times at visits to the doctor, grocery store lines, etc. For a child who needs some extra time in approaching new activities, a caregiver might stay close by, giving the child time to adjust and feel safe (Center for Early Childhood Mental Health Consultation).
4. Share with participants, **“You will be exploring a tool today that can be used to help caregivers understand their own temperament and their child’s temperament. This tool will provide strategies to share with families.”**
Explain that caregivers can explore their own temperament traits as well as their child’s for each temperament dimension (activity level, distractibility, intensity, regularity, sensitivity, approachability, adaptability, persistence, and mood). The Infant Toddler Temperament Tool (IT3) generates best practice tips caregivers can use to foster the unique temperament of each child.

5. Ask each participant to think of a child he/she supports or a child from his/her personal life under three years. Then, instruct participants to complete page 3 of tool that corresponds to the child's age (infant or toddler).
6. Once completed, instruct participants to look at each dimension's (activity level, distractibility, intensity, etc.) results and review the strategies.
7. Next, reflect with participants using the following questions:
 - What surprised you about the results?
 - How do you see yourselves using this tool to share information with families?



ADDITIONAL RESOURCES

[Center for Early Childhood Mental Health Consultation](#)

[Temperament Quizzes](#)

[PART II - Foundations of Social Emotional Development – Temperament](#)