

Appendix E.10 Carey Temperament Scales

Form Approved

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The Carey Temperament Scales

Behavioral Style Questionnaire

for 3 to 7 year old children

by Sean C. McDevitt, Ph.D., and William B. Carey, M.D.

Child's Name _____	Gender _____
Child's Date of Birth _____	Present Age _____
_____ Month Day Year	
Rater's Name _____	
Rater's Relationship to Child _____	
Date of Rating _____	
_____ Month Day Year	

Instructions

1. There are no right or wrong or good or bad answers, only descriptions of your child.
2. Please base your rating on your child's recent and current behavior (the last four to six weeks).
3. Rate each question separately. Some items may seem alike but are not the same.
Do not purposely try to present a consistent picture of your child.
4. Use extreme ratings where appropriate. Try to avoid rating only near the middle of each scale.
5. Rate each item quickly. If you cannot decide, skip the item and come back to it later.
6. Rate every item. Please skip any item that you are unable to answer due to lack of information or any item that does not apply to your child.
7. Consider only your own impressions and observations of the child.

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1 = ALMOST NEVER 2 = RARELY 3 = VARIABLE, USUALLY DOES NOT 4 = VARIABLE, USUALLY DOES 5 = FREQUENTLY 6 = ALMOST ALWAYS

ALMOST NEVER ALMOST ALWAYS

39. The child loses interest in a new toy or game the same day.	39	①	②	③	④	⑤	⑥
40. The child becomes engrossed in an interesting activity for one half hour or more.	40	①	②	③	④	⑤	⑥
41. The child cries intensely when hurt.	41	①	②	③	④	⑤	⑥
42. The child reacts strongly to kidding or light-hearted comments.	42	①	②	③	④	⑤	⑥
43. The child approaches children his/her age that he/she doesn't know.	43	①	②	③	④	⑤	⑥
44. The child plays quietly with his/her toys and games.	44	①	②	③	④	⑤	⑥
45. The child is outwardly expressive of his/her emotions.	45	①	②	③	④	⑤	⑥
46. The child is enthusiastic when he/she masters an activity and wants to show everyone.	46	①	②	③	④	⑤	⑥
47. The child is sleepy at his/her bed-time.	47	①	②	③	④	⑤	⑥
48. The child stops an activity because something else catches his/her attention.	48	①	②	③	④	⑤	⑥
49. The child is hungry at dinner time.	49	①	②	③	④	⑤	⑥
50. The child holds back until sure of himself/herself.	50	①	②	③	④	⑤	⑥
51. The child looks up when someone walks past the door-way.	51	①	②	③	④	⑤	⑥
52. The child becomes upset if he/she misses a regular television program.	52	①	②	③	④	⑤	⑥
53. The child reacts strongly (cries or complains) to a disappointment or failure.	53	①	②	③	④	⑤	⑥
54. The child accepts new foods within one or two tries.	54	①	②	③	④	⑤	⑥
55. The child has difficulty getting used to new situations.	55	①	②	③	④	⑤	⑥
56. The child will avoid misbehavior if punished firmly once or twice.	56	①	②	③	④	⑤	⑥
57. The child is sensitive to noises (television, doorbell) and looks up right away.	57	①	②	③	④	⑤	⑥
58. The child prefers active outdoor play to quite play inside.	58	①	②	③	④	⑤	⑥
59. The child dislikes milk and other drinks if not ice cold.	59	①	②	③	④	⑤	⑥
60. The child notices differences or changes in the consistency of food.	60	①	②	③	④	⑤	⑥
61. The child adjusts easily to changes in his/her routine.	61	①	②	③	④	⑤	⑥
62. The child eats about the same amount at breakfast from day to day.	62	①	②	③	④	⑤	⑥
63. The child seems to take setbacks in stride.	63	①	②	③	④	⑤	⑥
64. The child cries and whines when frustrated.	64	①	②	③	④	⑤	⑥
65. The child repeats behavior for which he/she has previously been punished.	65	①	②	③	④	⑤	⑥
66. The child looks up from playing when the telephone rings.	66	①	②	③	④	⑤	⑥
67. The child is willing to try new foods.	67	①	②	③	④	⑤	⑥
68. The child needs encouragement before he/she will try new things.	68	①	②	③	④	⑤	⑥
69. The child cries or whines when ill with a cold or upset stomach.	69	①	②	③	④	⑤	⑥
70. The child runs to get where he/she want to go.	70	①	②	③	④	⑤	⑥
71. The child's attention drifts away or lapses when listening to parental instructions.	71	①	②	③	④	⑤	⑥
72. The child becomes angry with one of his/her playmates.	72	①	②	③	④	⑤	⑥
73. The child is reluctant to give up when trying to do a difficult task.	73	①	②	③	④	⑤	⑥
74. The child reacts to mild approval from the parent (a nod or smile).	74	①	②	③	④	⑤	⑥
75. The child requests "something to eat" between meals and regular snacks.	75	①	②	③	④	⑤	⑥
76. The child rushes to greet the parent or greets loudly after absence during the day.	76	①	②	③	④	⑤	⑥
77. The child looks up when he/she hears voices in the next room.	77	①	②	③	④	⑤	⑥

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ALMOST NEVER

ALMOST ALWAYS

78. The child protests when denied a request by the parent.	78	①	②	③	④	⑤	⑥
79. The child ignores loud noises when reading or looking at pictures in a book.	79	①	②	③	④	⑤	⑥
80. The child dislikes a food that he/she had previously seemed to accept.	80	①	②	③	④	⑤	⑥
81. The child stops what he/she is doing and looks up when the parent enters the room.	81	①	②	③	④	⑤	⑥
82. The child cries for more than a few minutes when hurt.	82	①	②	③	④	⑤	⑥
83. The child watches a long (1 hour or more) TV program without getting up to do something else.	83	①	②	③	④	⑤	⑥
84. The child spontaneously wakes up at the usual time on the weekends and holidays.	84	①	②	③	④	⑤	⑥
85. The child responds to sounds or noises unrelated to his/her activity.	85	①	②	③	④	⑤	⑥
86. The child avoids new guests or visitors.	86	①	②	③	④	⑤	⑥
87. The child fidgets when a story is being read to him/her.	87	①	②	③	④	⑤	⑥
88. The child becomes upset or cries over minor falls or bumps.	88	①	②	③	④	⑤	⑥
89. The child interrupts an activity to listen to conversation around him/her.	89	①	②	③	④	⑤	⑥
90. The child is unwilling to leave a play activity that he/she has not completed.	90	①	②	③	④	⑤	⑥
91. The child is able to fall asleep when there is conversation in a nearby room.	91	①	②	③	④	⑤	⑥
92. The child becomes highly excited when presented with new toy or game.	92	①	②	③	④	⑤	⑥
93. The child pays attention from start to finish when the parent tries to explain something to him/her.	93	①	②	③	④	⑤	⑥
94. The child speaks so quickly that it is sometimes difficult to understand him/her.	94	①	②	③	④	⑤	⑥
95. The child wants to leave the table during meals to answer the doorbell or phone.	95	①	②	③	④	⑤	⑥
96. The child complains of events in school or with playmates that day.	96	①	②	③	④	⑤	⑥
97. The child frowns when asked to do a chore by the parent.	97	①	②	③	④	⑤	⑥
98. The child tends to hold back in new situations.	98	①	②	③	④	⑤	⑥
99. The child laughs hard while watching television cartoons or comedy.	99	①	②	③	④	⑤	⑥
100. The child has "off" days when he/she is moody or cranky.	100	①	②	③	④	⑤	⑥

GENERAL IMPRESSIONS OF CHILD'S TEMPERAMENT

In comparison with other children you know who are the same age as your child, how would you rate your child in the following areas? Mark 1 to 6 on the right to correspond to the descriptions below.

1. Activity level - the amount of physical motion during daily routine.	1	①	②	③	④	⑤	⑥
1-very inactive 2-inactive 3-somewhat inactive 4-somewhat active 5-active 6-very active							
2. Rhythmicity - regularity of bodily functioning in sleep, hunger, bowel movements, etc.	2	①	②	③	④	⑤	⑥
1-very regular 2-regular 3-somewhat regular 4-somewhat irregular 5-irregular 6-very irregular							
3. Approach - responses to new persons, places, events.	3	①	②	③	④	⑤	⑥
1-not hesitant 2-very slightly hesitant 3-somewhat hesitant 4-moderately hesitant 5-hesitant 6-very hesitant							
4. Adaptability - the ease/difficulty with which your child can change to socially acceptable behavior.	4	①	②	③	④	⑤	⑥
1-very quick to adapt 2-adaptable 3-somewhat adaptable 4-somewhat slow to adapt 5-slow to adapt 6-very slow to adapt							
5. Intensity - the amount of energy in a response whether negative or positive.	5	①	②	③	④	⑤	⑥
1-very mild 2-mild 3-somewhat mild 4-somewhat intense 5-intense 6-very intense							
6. Mood - general amount of pleasant or unpleasant feelings.	6	①	②	③	④	⑤	⑥
1-very pleasant 2-pleasant 3-somewhat pleasant 4-somewhat unpleasant 5-unpleasant 6-very unpleasant							
7. Persistence/Attention Span - how long your child stays with a task or activity.	7	①	②	③	④	⑤	⑥
1-very persistence 2-persistent 3-somewhat persistent 4-somewhat nonpersistent 5-nonpersistent 6-very nonpersistent							
8. Distractibility - the effect of external stimuli (sounds, persons, etc.) on ongoing behavior.	8	①	②	③	④	⑤	⑥
1-rarely distracted 2-seldom distracted 3-sometimes distracted 4-regularly distracted 5-often distracted 6-very often distracted							
9. Threshold - general sensitivity or insensitivity to stimuli (sound, odor, taste, light, etc.).	9	①	②	③	④	⑤	⑥
1-very nonreactive 2-nonreactive 3-somewhat nonreactive 4-somewhat sensitive 5-sensitive 6-very sensitive							
10. How manageable is this child?	10	①	②	③	④	⑤	⑥
1-very easy 2-easy 3-somewhat easy 4-somewhat difficult 5-difficult 6-very difficult							

Using the scale below, please darken the circle in the space that tells how often the child's recent and current behavior has been like the behavior described by each item.

1 = ALMOST NEVER 2 = RARELY 3 = VARIABLE, USUALLY DOES NOT 4 = VARIABLE, USUALLY DOES 5 = FREQUENTLY 6 = ALMOST ALWAYS

ALMOST NEVER ALMOST ALWAYS

- 1. The child is moody for more than a few minutes when corrected or disciplined. 1
- 2. The child seems not to hear when involved in a favorite activity. 2
- 3. The child can be coaxed out of a forbidden activity. 3
- 4. The child runs ahead when walking with the parent. 4
- 5. The child laughs and smiles while playing. 5
- 6. The child moves slowly when working on a project or activity. 6
- 7. The child responds intensely to disapproval. 7
- 8. The child needs a period of adjustment to get used to changes in school or at home. 8
- 9. The child enjoys games that involve running or jumping. 9
- 10. The child is slow to adjust to changes in household rules. 10
- 11. The child has bowel movements at about the same time each day. 11
- 12. The child is willing to try new things. 12
- 13. The child sits calmly while watching TV or listening to music. 13
- 14. The child leaves or wants to leave the table during meals. 14
- 15. Change in plans bother the child. 15
- 16. The child notices minor changes in mother's dress or appearance (clothing, hairstyle, etc.). 16
- 17. The child does not acknowledge a call to come in if involved in something. 17
- 18. The child responds to mild disapproval by the parent (a frown or shake of the head). 18
- 19. The child settles arguments with playmates within a few minutes. 19
- 20. The child shows strong reaction to things, both positive and negative. 20
- 21. The child had trouble leaving the mother the first three days when he/she entered school. 21
- 22. The child picks up the nuances or subtleties of parental explanations (example: implied meaning). 22
- 23. The child falls asleep as soon as he/she is put to bed. 23
- 24. The child moves about actively when he/she explores new places. 24
- 25. The child likes to go to new places rather than familiar ones. 25
- 26. The child sits quietly while waiting. 26
- 27. The child spends over an hour reading a book or looking at the pictures. 27
- 28. The child learns new things at his/her level quickly and easily. 28
- 29. The child smiles or laughs when he/she meets new visitors at home. 29
- 30. The child is easily excited by praise. 30
- 31. The child is outgoing with strangers. 31
- 32. The child fidgets when he/she has to stay still. 32
- 33. The child says he/she is "bored" with his/her toys and games. 33
- 34. The child is annoyed at interrupting play to comply with a parental request. 34
- 35. The child practices an activity until he/she masters it. 35
- 36. The child eats about the same amount at supper from day to day. 36
- 37. Unusual noises (sirens, thunder, etc.) interrupt the child's behavior. 37
- 38. The child complains when tired. 38