

What is your child's temperament/interaction style?

**Most children are a mix but one usually stands out.

Child's Temperament/Interaction Style	What it looks like:
Easy:	These children are calm, happy, adapt easily, have regular sleeping and eating habits, a positive mood, and are interested in new experiences. They interact easily with people and new situations.
Slow to warm up:	These children tend to stay on the sidelines. They are hesitant to start interactions and are more comfortable responding to other people during talk or play. They do start interacting and initiating more once they are comfortable in the situation. They may need repeated opportunities to warm up.
Passive:	These children either allow things to happen or accept what other people decide without trying to change anything. (Source: www.merriam-webster.com/dictionary/passive) Passive children also may not initiate interactions and therefore will spend most of their time playing on their own.
My Way:	These children tend to have their own way that they want things to be done. They may have an intense reaction if you want to change it. These children don't tend to initiate social interactions or join in with others or follow another's lead. A lot of the time they are easy going but then you will encounter a situation where they become inflexible and it can be around a certain activity but not all activities.

Retrieved from <http://www.zerotothree.org/child-development/temperament-behavior/tips-and-tools.html> on December 13, 2013; Retrieved from www.healthychildren.org/English/ages-stages/gradeschool/ on December 13, 2013; Retrieved from <http://www.healthychildren.org/English/ages-stages/gradeschool/pages/How-to-Understand-Your-Childs-Temperament.aspx> on December 13, 2013; and In conversation with Lanni Zinberg-Swartz, SLP and Marlene Green, SLP January 2014

Parent interaction Styles

The Hanen Centre identified 7 different parent interaction styles when interacting with their child.

**Most parents take on different roles during their interactions, but one usually stands out.

Parent Interaction Style	What it looks like:
Director:	Directs their child play by doing most of the talking and telling their child what to do and how to do it (e.g., making a pretend pizza, the director will choose the toppings and tell their child where to put them)
Tester:	Asks a lot of questions to see what their child has learned (e.g., what is this; what colour is the truck; how many wheels does it have?)
Entertainer:	Does most of the talking and playing (e.g., uses silly voices and plays with the doll while their child watches).
Rescuer/Helper:	Jumps in too quickly to help their child (e.g., does up their zipper before the child asks for help or tries it on his own).
Mover/Time-Keeper:	Rushes their child through their routine and play to keep on schedule.
Too Quiet/Watcher	Watches their child playing from a distance. They may make comments as they watch their child play.
Tuned-in/Responsive	Give their child a chance to start an interaction and then joins in or responds with interest.

From *It Takes Two to Talk*®: A Practical Guide for Parents of Children with Language Delays, pp.25-28, (Pepper and Weitzman, 2004), The Hanen Centre and from *Learning Language and Loving It*®: A Guide to Promoting Children's Social, Language and Literacy Development in Early Childhood Settings, (Weitzman and Greenberg, 2002), The Hanen Centre.

Best Match?

Child's Temperament	Parent Interaction Style
Easy:	Tuned-in/Responsive
Slow to warm up:	Tuned-in/Responsive
Passive:	Tuned-in/Responsive
My Way:	Tuned-in/Responsive

What does this look like?

How to be Tuned-in/Responsive	Goal:
<ul style="list-style-type: none"> • Get down to the same level, sitting in front of your child when you are playing or interacting • Watch your child and take notice of what interests him/her • Wait to see what he/she will say; what he/she wants to do; what he/she wants to play; and how he/she wants to play • Listen/watch for your child to initiate an interaction (e.g., look your way, show you a toy, vocalize using sounds, words, phrases, or sentences) • Follow your child's interests – if your child wants to play with the blocks, join in his play, even if you want to play with his dinosaur. • Imitate what he/she is doing (get your own toy and imitate your child) • Talk with purpose – if you talk a lot, increase periods of silence to give your child a chance to take a turn or initiate; if you ask a lot of questions, make more comments/statements; if you don't talk a lot, make more comments/statements (e.g., describe, label, comment, or share ideas). • Model language in a way that helps your child pick up on it. If you child is saying 1 word, model 1-2 words; if he is putting 3 words together, model 3-5 words. Simplifying your language can help your child break into talking. • Talk as if your child was talking – describe what is going on (e.g., "Push the red car"; "The key goes in the hole"; "Yummy cookie"). • Stress important words or words you want your child to learn by saying them louder and longer (e.g., Put your toys <u>IN</u> the box = stress is on "in"; or "<u>I want</u> more crackers = stress is on "I want") <p>Strive for back and forth turn-taking – [e.g., you drive your car, he drives his car, you chase him and tickle him. Then start again and wait for him to give you a signal he wants to do it again. You model a word/phrase (e.g., big monster truck, a cupcake with yummy icing) and wait and see if he/she will imitate it/repeat it].</p>	<p>To increase the amount of time you are a tuned-in/responsive parent.</p> <p>NOTE: It is not possible or realistic to do it all the time!</p> <p>Being tuned-in/responsive Involves paying attention to your child's needs, interests, and abilities so that playtime and other interactions with your child becomes more fun enjoyable.</p>