

## TEMPERAMENT & PERSONALITY

### BACKGROUND LITERATURE

*Temperament* is broadly defined as early emerging individual differences in reactivity (positive and negative affectivity) and self-regulation (effortful control) of dominant emotional and behavioural responses shaped by an interplay between biological and environmental factors (Rothbart, 2007; Shiner, 2012).

At the trait level, temperament and personality both capture stable patterns of behaviour, motivation, cognition, and emotion and have similar levels of heritability, stability over time, and correlations with psychopathology (Clark & Watson, 2021). Yet...

- Literature on each has developed independently; temperament has been studied predominantly in children, while personality - in adults.
- Despite consensus on primary dimensions of personality, there is no agreement on primary domains, facets, or hierarchical structure of temperament across development.
- Rigorous data-driven validation of adult personality models and measures has been documented, which is lacking in the study of child temperament.

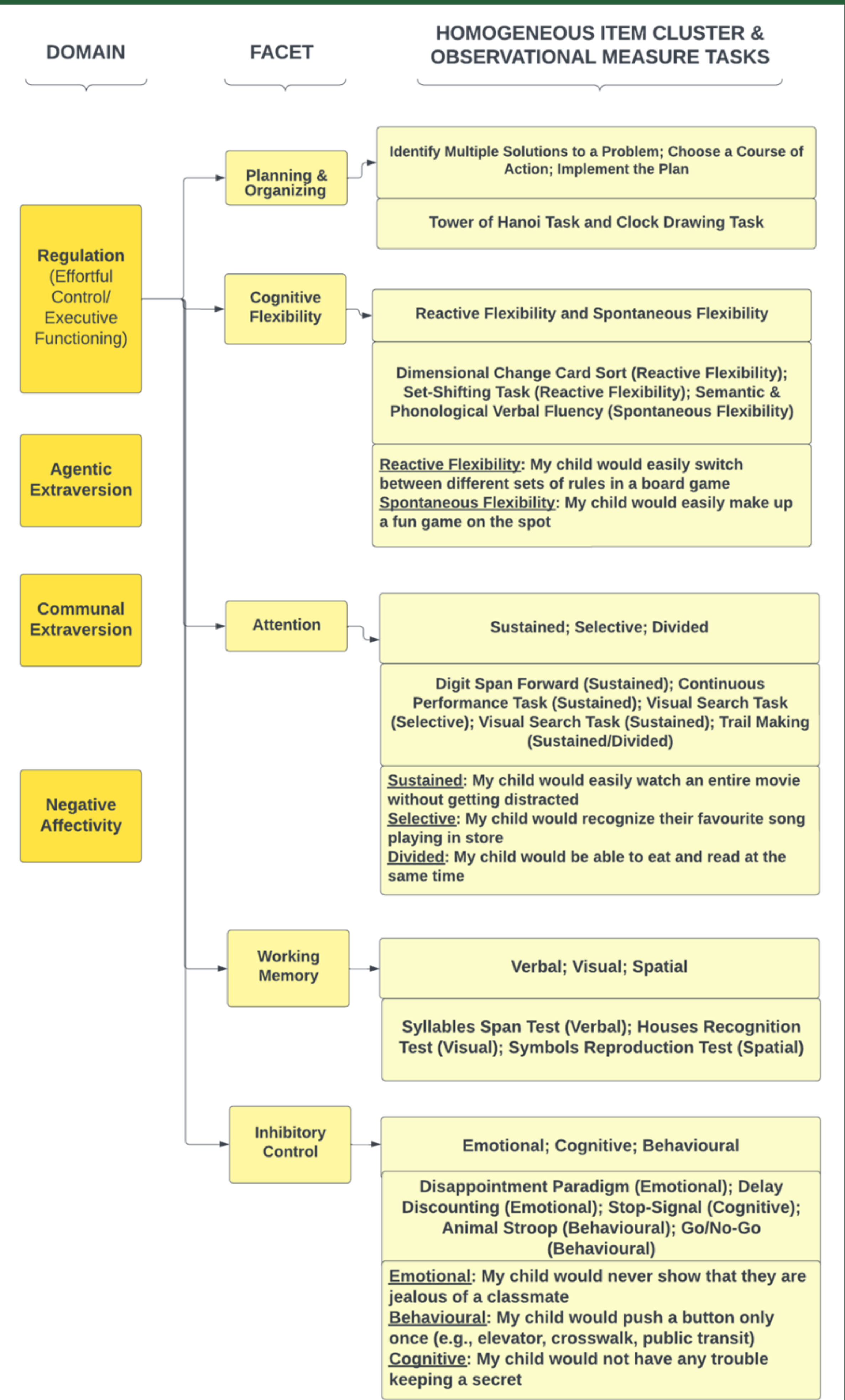
## PROJECT OBJECTIVES

We aim to develop comprehensive informant-report measures that reliably capture the nature and structure of temperament in early (3-6-year-olds) and middle childhood (7-10-year-olds) using an evidence-based measure development process (Clark & Watson, 2019).

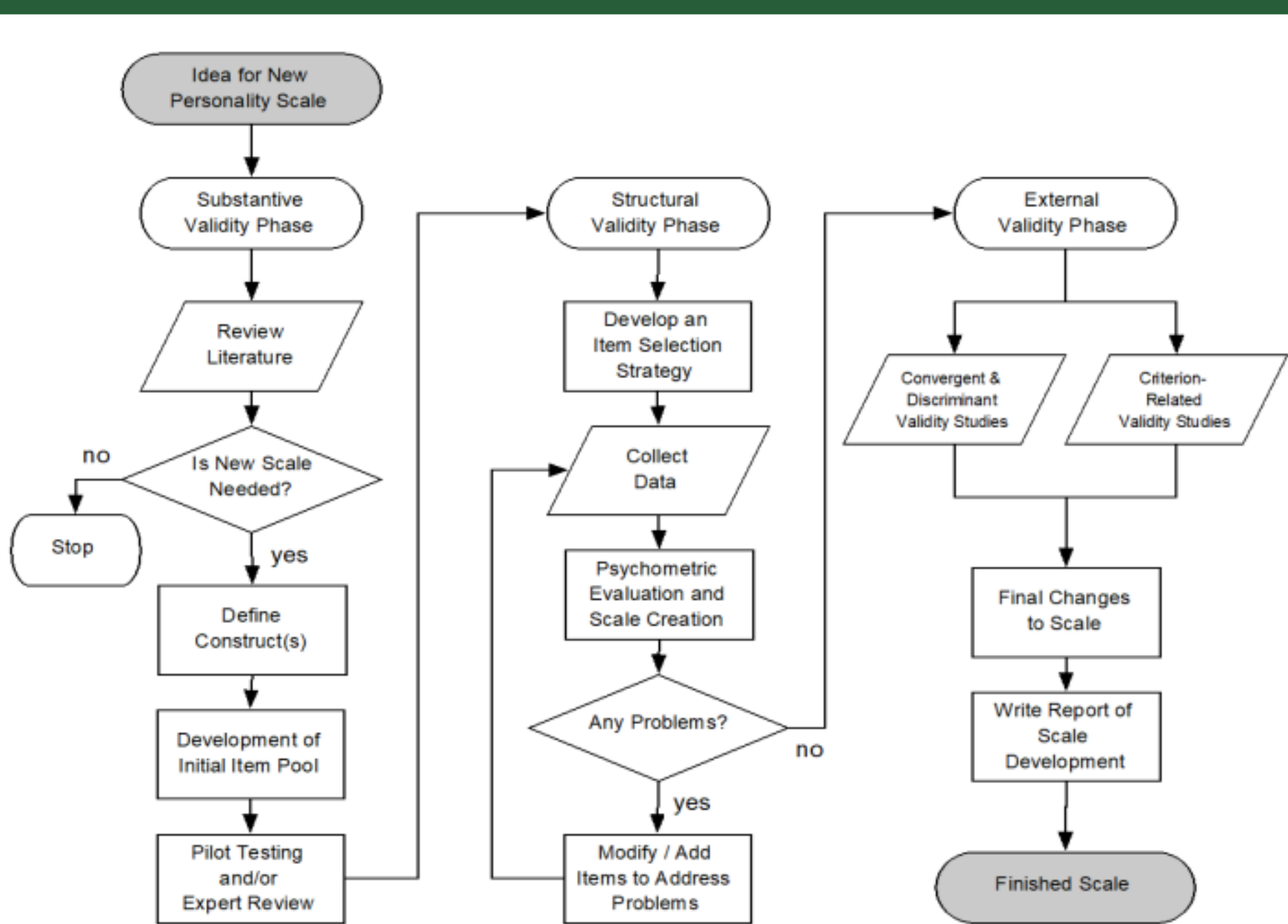
Additionally, we aim to build a behavioral battery of tasks to facilitate observational assessment of child temperament with the goal of capitalizing on the benefits of observational methods, such as reducing informant report bias.



## HIERARCHICAL STRUCTURE OF TEMPERAMENT



## EVIDENCE-BASED MEASURE DEVELOPMENT PROCESS



## PROJECT IMPLICATIONS

- Valid & reliable informant-report and observational measures of child temperament can be used for early identification of preschoolers at risk for future mental health and educational difficulties.
- Contribution to a better understanding of the developmental sequence of self-regulation skills in the early years of life.
- Contribution to bridging gaps between temperament and personality literature.

## LAB INFORMATION



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