

# ICTI

Integrative Child Temperament Inventory

**Sam Sample**

**ID 245-699**

**Date 21/01/2021**

# Overview

## Structure of this report

- **Narrative**
- **Profile sheet**
- **Table of scores**
- **Scale details**
- **Response statistics**

Only qualified psychologists or appropriately trained test users should interpret psychometric test results. Please follow the relevant guidelines from the appropriate professional body.

# Summary

<b>Child's name:</b>	<b>Sam</b>
<b>Age:</b>	<b>5</b>
<b>Female/Male:</b>	<b>male</b>
<b>Respondent's name:</b>	<b>Tina Sample</b>
<b>Relationship to child:</b>	<b>mother</b>

The Integrative Child Temperament Inventory (ICTI) is a questionnaire that can be completed by parents and teachers of children between 2 and 8 years old. This report is based on the completed **Parent/Carer** Form, and scores are being compared with the scores for the 'UK Boys 5 Years' norm group.

The ICTI assesses everyday behaviours related to a child's temperament in home and school environments. The ICTI is suitable for general personality and temperament assessment and for clinical and educational status assessment. There are five scales: Frustration; Behavioural Inhibition; Activity Level; Attention/Persistence; Sensory Sensitivity. The result consists of five scores to produce an overall profile.

## Background

The ICTI is a clinical instrument for measuring temperament across everyday behaviour. In general the more extreme scores tend to be associated with greater impairment: in particular very high scores on Frustration and Inhibition and very low scores on Attention/Persistence can be of concern. It is important to stress that diagnosis depends on a full assessment of the child, including the child's history, detailed observations and additional testing.

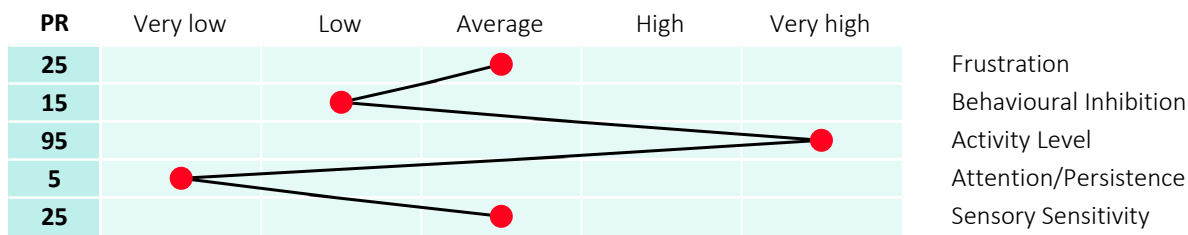
While the ICTI can help identify strengths/weaknesses in temperament and identify targets for intervention, it is not designed to diagnose a condition in isolation. The purpose of the test is to understand the child better, as well as predict future outcomes. The ICTI can identify at-risk temperament characteristics that could indicate future problems, and measures taken to prevent these problems from manifesting by implementing intervention programmes for the problematic child behaviour.

Percentile scores are used to interpret temperament as reported by parents/carers or teachers on the response form. As with most clinical questionnaires the average value is Percentile (PR) = 50. For all scales of the ICTI test:

- Percentiles of 91 and higher are considered very high
- Percentiles of 76–90 are considered high
- Percentiles of 25–75 are considered average
- Percentiles of 10–24 are considered low
- Percentiles of 9 and below are considered very low

# The ICTI scales

## ICTI scales



### Frustration

Frustration is defined as the tendency to develop inadequate and sometimes very intense modes of response (e.g. temper tantrums) when rewards are withheld or when the child is unable to attain a goal.

The child's score for the Frustration scale is in the **average** range.

Children with average scores react with appropriate emotional upset when certain rewards are withheld or when experiencing difficulties in reaching a goal. Most of the time they will tend to protest when there is a good reason to do so, but not otherwise.

### Behavioural Inhibition

Behavioural Inhibition relates to the child's first reaction to unfamiliar people or to unfamiliar situations. It explains how the child responds to new people and new situations.

The child's score for the Behavioural Inhibition scale is in the **low** range.

Children with lower scores are excited about meeting new people and new situations in general. Sometimes they will spontaneously approach unfamiliar children or adults. They also like to explore the sensations of new places, games, parties, etc. They appear fearless in general and therefore need to be taught to exercise caution and how to become aware of risks. Children with low scores might need help with learning to think before acting.

### Activity Level

Activity Level refers to the child's general energy level and amount of motor activity. Like cars, children have different speeds. Some children seem to be moving all the time – wriggling, squirming, bouncing and so on. Other children can be still for a long time, and are drawn to quiet activities such as reading or even simply watching what is going on around them.

The child's score for the Activity Level scale is in the **very high** range.

Children who are high in activity seem to have boundless energy and are always on the go, even when they are supposed to sit still. Most children can make the adjustment but some seem unable to stay still. High activity children can be given activities for 'letting off steam', such as active or vigorous outside play and if parents and carers recognise that the child will need extra time to 'wind down', they could start limiting active play at least an hour before bedtime.

## Attention/Persistence

Persistence and attentional control relate to the child's ability to keep his/her attention focused on one task and not to give up or become sidetracked until it is completed.

The child's score for the Attention/Persistence scale is in the **very low** range.

Children with low persistence scores are easily sidetracked. They tend to give up easily when confronted with difficult toys or demanding tasks and often switch their attention from one activity to another. It is helpful for these children to break tasks into small steps and acknowledge small successes. Parents and teachers can also try to reduce external distractions as much as possible and reward sustained effort and completed tasks.

## Sensory Sensitivity

Sensory Sensitivity is defined as the amount of stimulation necessary to evoke a perceptible reaction in the child.

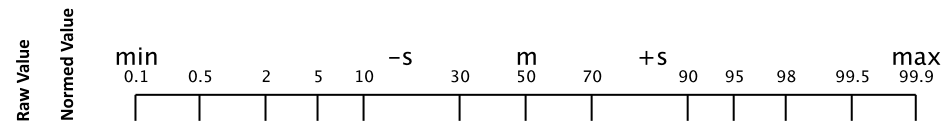
The child's score for the Sensory Sensitivity scale is in the **average** range.

Children with average scores tend to show a degree of sensitivity that is adequate for a given situation. They can perceive differences in colours, smell, temperature and sound, without overreacting to them.

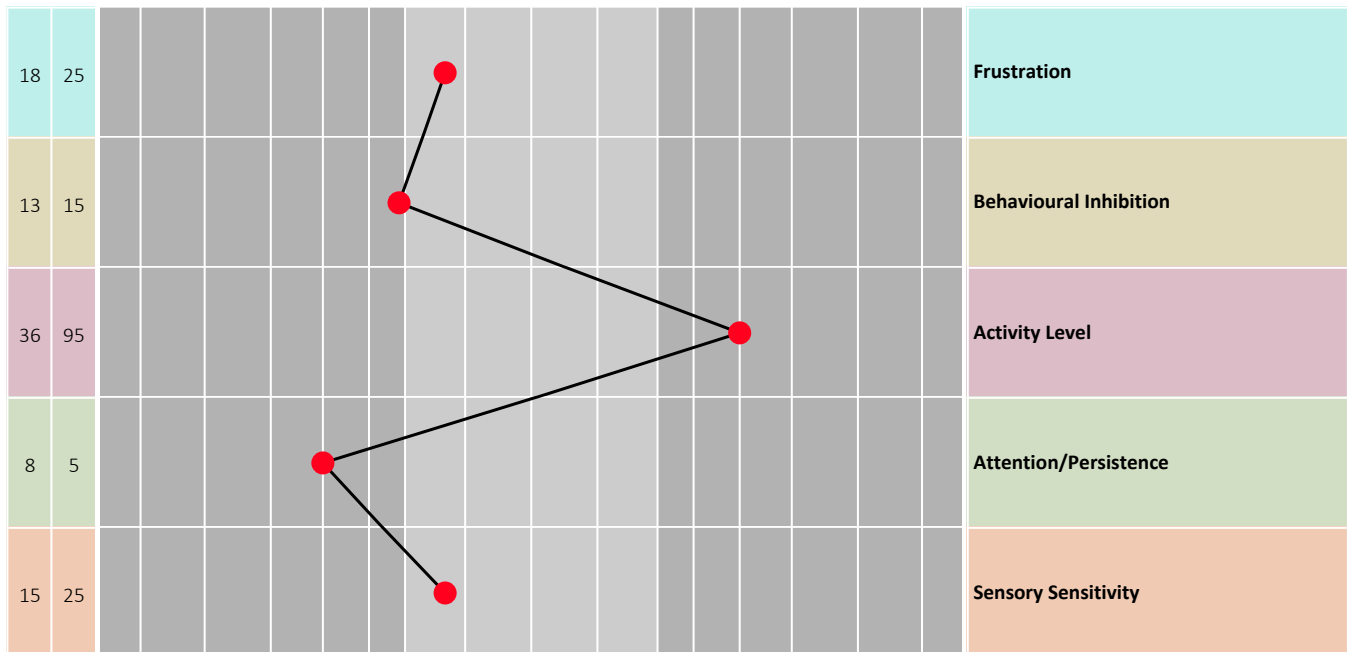
# Profile sheet

## Integrative Child Temperament Inventory · Standard

### UK Boys 5 Years · Percentile



#### ICTI scales



# Table of scores

**Integrative Child Temperament Inventory · Standard**  
**UK Boys 5 Years · Percentile**

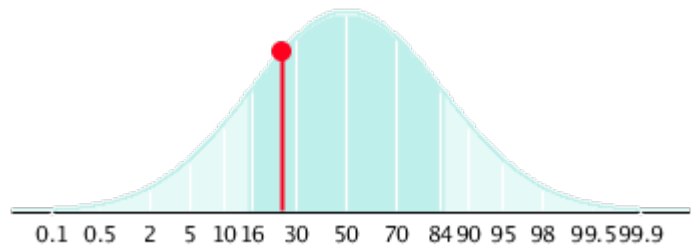
Scale	Raw value	Normed value
<b>ICTI scales</b>		
Frustration	18	25
Behavioural Inhibition	13	15
Activity Level	36	95
Attention/Persistence	8	5
Sensory Sensitivity	15	25

# Scale details

## Frustration

### UK Boys 5 Years · Percentile

Raw value	18
Normed value	25
Missing values	0

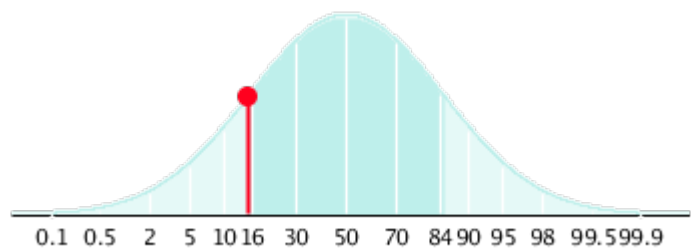


Aggressive or irritated behaviour in response to painful and/or frustrating input

## Behavioural Inhibition

### UK Boys 5 Years · Percentile

Raw value	13
Normed value	15
Missing values	0

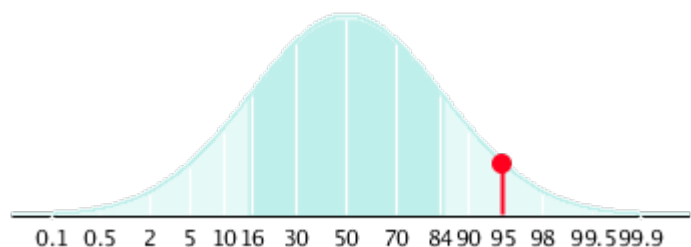


Inhibition of behaviour in response to unfamiliar or novel situations or people

## Activity Level

### UK Boys 5 Years · Percentile

Raw value	36
Normed value	95
Missing values	0

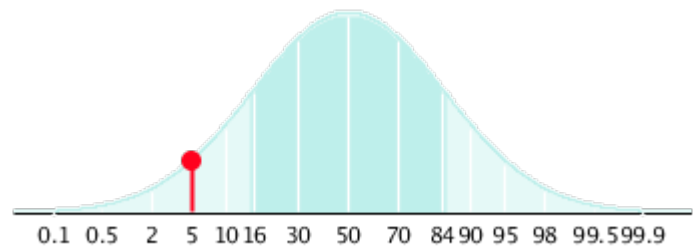


Frequency, speed and vigour of gross motor movement and locomotion; intolerance toward enforced idleness

# Attention/Persistence

## UK Boys 5 Years · Percentile

Raw value	8
Normed value	5
Missing values	0

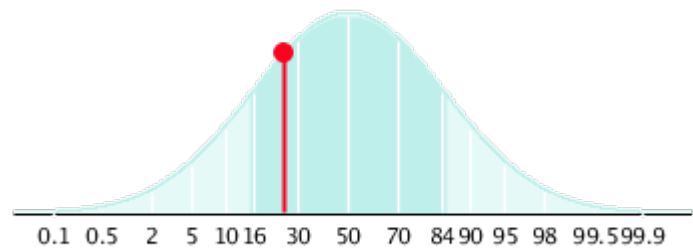


Capacity for attentional focusing and control as basis for voluntary behaviour including persistence

# Sensory Sensitivity

## UK Boys 5 Years · Percentile

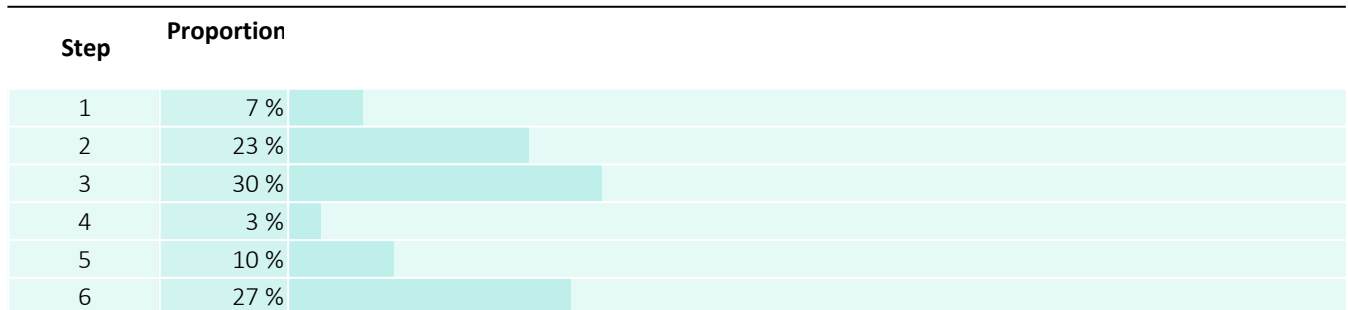
Raw value	15
Normed value	25
Missing values	0



Ability to react to sensory stimuli (e.g. visual, auditory or tactile) of low stimulative value; sensitivity to sensory discomfort

# Response statistics

## Distribution of responses



## Page focus events

Sorry, page focus information is not available. It could be that the test was completed on paper or before HTS began recording page focus events.

Page focus events occur when a test taker switches away from the test to another window on the computer. For a detailed explanation, please consult the Hogrefe Testsystem Glossary.