

HANDOUT 3-6

EAS Temperament Survey

To assess your own temperament, rate each of the items using the following scale.

- 1 = Not at all characteristic of me
- 2 = Somewhat uncharacteristic of me
- 3 = Neither characteristic nor uncharacteristic of me
- 4 = Somewhat characteristic of me
- 5 = Very characteristic of me

- _____ 1. I like to be with people.
- _____ 2. I usually seem to be in a hurry.
- _____ 3. I am easily frightened.
- _____ 4. I frequently get distressed.
- _____ 5. When displeased, I let people know it right away.
- _____ 6. I am something of a loner.
- _____ 7. I like to keep busy all the time.
- _____ 8. I am known as hot-blooded and quick-tempered.
- _____ 9. I often feel frustrated.
- _____ 10. My life is fast-paced.
- _____ 11. Everyday events make me troubled and fretful.
- _____ 12. I often feel insecure.
- _____ 13. There are many things that annoy me.
- _____ 14. When I get scared, I panic.
- _____ 15. I prefer working with others rather than alone.
- _____ 16. I get emotionally upset easily.
- _____ 17. I often feel as if I'm bursting with energy.
- _____ 18. It takes a lot to make me mad.
- _____ 19. I have fewer fears than most people my age.
- _____ 20. I find people more stimulating than anything else.

The EAS Survey measures three temperaments: activity, emotionality, and sociability. *Activity* represents a person's general level of energy output. Children who are high in this disposition do not sit still long and prefer games of action; high-scoring adults keep busy most of the time and prefer active to quiet pastimes.

Emotionality refers to the intensity of emotional reactions: Children who are high in this disposition become frightened and angry very quickly; as adults, they easily become upset and display a "quick temper." *Sociability* relates to a person's tendency to affiliate and interact with others. Both children and adults who score high on this disposition seek out others and generally enjoy their company.

To score the survey, students should reverse the number they placed in front of items 6, 18, and 19 (that is, $5 = 1$, $4 = 2$, $3 = 3$, $2 = 4$, $1 = 5$). Then, they should add the scores for items 2, 7, 10, and 17 for an Activity score, and the scores for 1, 6, 15, and 20 for a Sociability score. The Emotionality disposition consists of three parts: the total of 4, 9, 11, and 16 gives a Distress score; 3, 12, 14, and 19 give a Fearfulness score; and 5, 8, 13, and 18 give an Anger score. Buss and Plomin provide the following mean scores for women and men.

	<u>Women</u>	<u>Men</u>
Activity	13.40	12.80
Sociability	15.24	14.60
Emotionality		
Distress	10.08	9.72
Fearfulness	10.60	8.92
Anger	10.28	10.80

Buss and Plomin argue that temperaments are largely inherited. The evidence they present from several twin studies is persuasive. Identical twins show significantly more similar temperaments than do fraternal twins. The average correlations for Emotionality, Activity, and Sociability were .63, .62, and .53 for identical twins and .12, -.13, and -.03 for fraternal twins.

The authors recognize that while heredity may point personality in a certain direction, the course of development is also influenced by the environment. Thus, while a highly emotional child is more likely than a less emotional one to become aggressive, parents who reward problem-solving skills over the overt expression of anger may shape the child into a cooperative, altruistic adult. Obviously, however, the

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