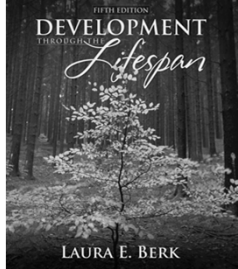


Development Through the Lifespan



Chapter 6 Emotional and Social Development in Infancy and Toddlerhood

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Psychosocial Stages During Infancy and Toddlerhood

Age	Erikson's Stage	Needed from Caregivers
First year	Basic trust versus mistrust	Responsiveness
Second year	Autonomy versus shame/ doubt	<ul style="list-style-type: none"> • Suitable guidance • Reasonable choices

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First Appearance of Basic Emotions

Happiness	<ul style="list-style-type: none"> • Smile: from birth • Social smile: 6–10 weeks • Laugh: 3–4 months
Anger	<ul style="list-style-type: none"> • General distress: from birth • Anger: 4–6 months
Fear	<ul style="list-style-type: none"> • First fears: 2nd half of first year • Stranger anxiety: 8–12 months

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Understanding Emotions of Others



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- Emotional contagion/
Operant conditioning
 - early infancy
- Recognize other's facial expressions
 - 4–5 months

Social Referencing

Relying on others' emotional reactions to appraise situation

- caregivers can use to teach children how to react
- around 8–10 months



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Self-Conscious Emotions



Image Source

- Shame
- Embarrassment
- Guilt
- Envy
- Pride

Emerge middle of second year
Children become aware of self as separate and unique
Require adult instruction about when to feel emotions

Emotional Self-Regulation

Adjusting own state of emotional intensity

Requires effortful control

Grows over first year, with brain development

Caregivers contribute to child's self-regulation style



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Temperament

Reactivity:

Speed and intensity of

- emotional arousal
- attention
- motor activity



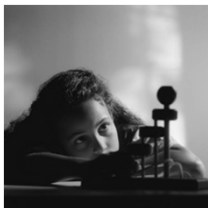
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Self-regulation:

Strategies modifying reactivity

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Structure of Temperament



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Thomas and Chess:

Easy – 40%

Difficult – 10%

Slow-to-warm-up – 15%

Unclassified – 35%

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Biological Basis for Temperament

Inhibited, Shy

React negatively,
withdraw from new
stimuli
High heart rates, stress
hormones and stress
symptoms
Higher right hemisphere
frontal cortex activity

Uninhibited, Sociable

React positively, approach
new stimuli
Low heart rates, stress
hormones and stress
symptoms
Higher left hemisphere
frontal cortex activity

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Stability of Temperament

Develops with age

- low to moderate stability
- better indicator after age 3



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Genetics and Environment in Temperament

Genetic influences	<ul style="list-style-type: none"> ▪ Responsible for about half of individual differences ▪ Ethnic and sex differences
Environmental influences	<ul style="list-style-type: none"> ▪ Nutrition ▪ Caregiving ▪ Cultural variations ▪ Gender stereotyping ▪ Role of siblings

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Personality, Temperament, and Self-Concept

Origins and stability of temperament

- Heredity
 - Identical twins are more alike in temperament than fraternal twins.
 - Adult personality studies support innate temperament.
- Neurological processes
 - Underlying physiological processes – Kagan
 - Shyness
 - Differing thresholds for arousal
 - Dopamine and serotonin problems
 - Frontal lobe asymmetry

Goodness-of-Fit

Combines genetics and environment
Child-rearing to match temperament



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Ethological Theory of Attachment

Preattachment
Attachment-in-the-making
Clear-cut attachment

- separation anxiety

Formation of a reciprocal relationship



Educating Children

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Testing for Internal Working Models of Attachment

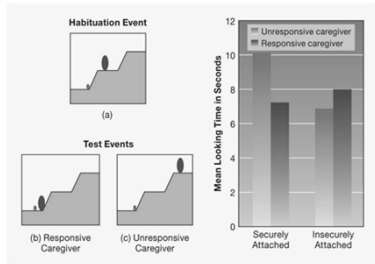


Figure 6.2

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Types of Attachment



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Ainsworth's strange situation

Secure – 60%

Avoidant – 15%

Resistant – 10%

Disorganized/
disoriented – 15%

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Secure and Insecure Attachments

Insecure/avoidant attachment

- Mother rejects or regularly withdraws from the infant
- Mother is overly intrusive or overly stimulating

Insecure/ambivalent attachment

- Primary caregiver is inconsistently or unreliably available to the child

Insecure/disorganized attachment

- Likely when the child has been abused, and when a parent has an unresolved childhood trauma

Factors That Affect Attachment Security

Opportunity for attachment

Quality of caregiving

- sensitive caregiving
 - Emotional Availability
 - Caregiver who is able and willing to form an emotional attachment
- interactional synchrony
 - Contingent Responsiveness
 - Caregivers who are sensitive to the child's cues and respond appropriately

Infant characteristics

Family circumstances

- parents' internal working models

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Long Term Consequences of Attachment Quality

Low correlation with later temperament

More implications for disorganized insecure

- always troubled later in life

Securely attached

- More sociable
- More positive in relationships with friends
- Less clinging and dependent on teachers
- Less aggressive
- More emotionally mature
- Continues into adolescence
 - More likely to be leaders
 - Have higher self-esteem

Long Term Consequences of Attachment Quality

Securely attached

- Increased sociability throughout early, middle, and late adulthood
- Affects their parenting behaviors
- Demonstrates that the attachment relationship becomes the foundation for future social relationships

I-Self and Me-Self

I-Self

Sense of self as agent
Separate from
surrounding world
Can control own
thoughts and actions

Me-Self

Sense of self as object of
knowledge and evaluation
Qualities that make self
unique:
■ Physical characteristics
■ Possessions
■ Attitudes, beliefs,
personality

Self-Concept

The subjective self

- Awareness by the child that he is separate from others and endures over time
- Appears by 8–12 months at the same time as object permanence.

The objective self

- The toddler comes to understand that she is an object in the world.

Categorical Self

Categorize self and others into
social categories

- age
- physical characteristics
- good or bad

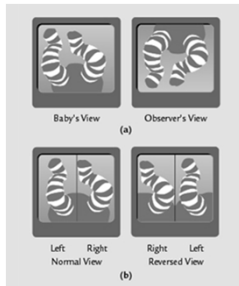
Use to organize behavior



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Testing Emerging Self-Awareness



Self-Development

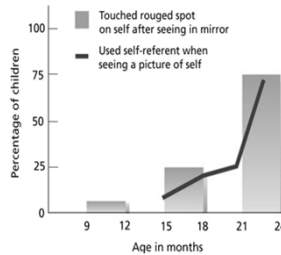
Self-Awareness	<ul style="list-style-type: none"> • From birth • Aided by intermodal perception
Self-Recognition	<ul style="list-style-type: none"> • Emerges in 2nd year • Helped by acting on environment and noticing effects
Empathy	<ul style="list-style-type: none"> • Aided by self-awareness, self-conscious emotions

Studying Self-Awareness

Rouge Test

Children at 21 months show self-recognition in the mirror.

- This is the same age that children name themselves, use "I," "me," and "mine."



Effortful Control

Effortful control

- inhibiting impulses
- managing negative emotions
- behaving acceptably

Children need

- awareness of self as separate and autonomous
- confidence in directing own actions
- memory for instructions

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Compliance

- Understanding and obeying caregivers' wishes and standards
- Emerges between 12–18 months
- Toddlers assert autonomy by sometimes not complying
- Warm, sensitive caregiving increases compliance



Family Life

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Helping Toddlers Develop Compliance and Self-Control

- Respond with sensitivity and support.
- Give advance notice of change in activities.
- Offer many prompts and reminders.
- Reinforce self-controlled behavior.
- Encourage sustained attention.
- Support language development.
- Increase rules gradually.

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