Psychosocial Stages During Infancy and Toddlerhood

<table>
<thead>
<tr>
<th>Age</th>
<th>Erikson's Stage</th>
<th>Needed from Caregivers</th>
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<tbody>
<tr>
<td>First year</td>
<td>Basic trust versus mistrust</td>
<td>Responsiveness</td>
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<tr>
<td>Second year</td>
<td>Autonomy versus shame/ doubt</td>
<td>• Suitable guidance</td>
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<td>• Reasonable choices</td>
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First Appearance of Basic Emotions

<table>
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<tr>
<th>Emotion</th>
<th>Description</th>
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<tbody>
<tr>
<td>Happiness</td>
<td>• Smile: from birth</td>
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<tr>
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<td>• Social smile: 6–10 weeks</td>
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<td></td>
<td>• Laugh: 3–4 months</td>
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<tr>
<td>Anger</td>
<td>• General distress: from birth</td>
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<tr>
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<td>• Anger: 4–6 months</td>
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<tr>
<td>Fear</td>
<td>• First fears: 2nd half of first year</td>
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<td>• Stranger anxiety: 8–12 months</td>
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Understanding Emotions of Others

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

Self-Conscious Emotions

- 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

Temperament
Reactivity:
- Speed and intensity of
  - emotional arousal
  - attention
  - motor activity
Self-regulation:
- Strategies modifying reactivity

Structure of Temperament
Thomas and Chess:
- Easy – 40%
- Difficult – 10%
- Slow-to-warm-up – 15%
- Unclassified – 35%
**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

**Stability of Temperament**

Develops with age
- Low to moderate stability
- Better indicator after age 3

**Genetics and Environment in Temperament**

<table>
<thead>
<tr>
<th>Genetic influences</th>
<th>Environmental influences</th>
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| - Responsible for about half of individual differences  
  - Ethnic and sex differences  
| - Nutrition  
  - Caregiving  
  - Cultural variations  
  - Gender stereotyping  
  - Role of siblings |
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

Ethological Theory of Attachment

Preadaptation
Attachment-in-the-making
Clear-cut attachment
  - separation anxiety
Formation of a reciprocal relationship
Testing for Internal Working Models of Attachment

Types of Attachment

Ainsworth’s strange situation
Secure – 60%
Avoidant – 15%
Resistant – 10%
Disorganized/disoriented – 15%

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

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

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
Testing Emerging Self-Awareness

- From birth
- Aided by intermodal perception

Self-Recognition
- Emerges in 2nd year
- Helped by acting on environment and noticing effects

Empathy
- Aided by self-awareness, self-conscious emotions

Self-Development

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

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

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.