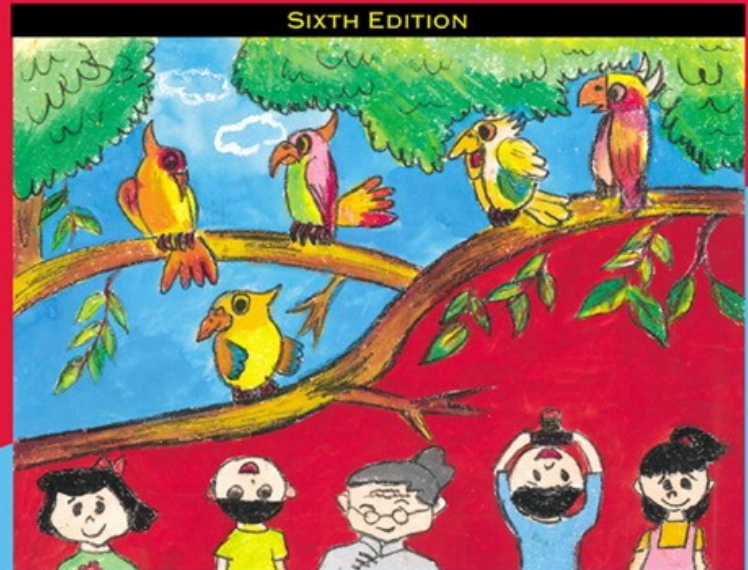


Chapter 7: Emotional and Social Development in Infancy and Toddlerhood

INFANTS,
CHILDREN,
AND
ADOLESCENTS

SIXTH EDITION



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The Function of Emotions

- Emotion = rapid appraisal of a situation
- Prepares for action
- Directed learning through emotional response
- Functionalist approach to emotions
- Emotions related to cognitive processing
- Emotions used for social information/behaviour — Judge others emotional response to determine how they should respond
- Emotions needed for optimal development
 - Refer to non organic failure to thrive

Without emotional bond there can be physical implications

Development of Basic Emotions in Infancy

- Happiness, interest, surprise, fear, anger, sadness and disgust
- Cross cultural
- Evolutionary
- Newborn = Assist in survival (Hungry = Cry)
 - Attracted to pleasant stimuli
 - Withdraw from unpleasant stimuli
- 6 months = well organized basic emotions

These are the primary emotional responses that are considered more basic and they exist in all cultures. Some emotions are pruned out based on cultural context.

First Appearance of Basic Emotions

Happiness	<ul style="list-style-type: none">■ Smile—<u>from birth</u>■ <i>Social smile</i>—<u>6 to 10 weeks</u>■ Laugh—<u>3 to 4 months</u>
Anger	<ul style="list-style-type: none">■ General distress—<u>from birth</u>■ Anger—<u>4 to 6 months</u>
Sadness	<ul style="list-style-type: none">■ Distress to “still face”—<u>2 to 7 mos.</u>
Fear	<ul style="list-style-type: none">■ First fears—<u>6 to 12 months</u>★ Stranger Anxiety—<u>8 to 12 months</u>■ Depends on few factors

Understanding Emotions of Others

Child may cry if you cry or look angrily at them

- **> 6 months** = better able to interpret emotions
- **8 – 10 months** = *social referencing* Look at parent after a fall to choose response
- Allows child to learn about the world via emotions



These are learned, higher-order emotions

Self-Conscious Emotions

- Shame
- Embarrassment
- Guilt
- Envy
- Pride

These are all
trained
emotions




- Emerge middle of second year
- Higher order emotions
- Need adult instruction about when to feel them

Emotional Self-Regulation

Teaching children how to control their emotional responses



- = strategies used to adjust emotional states to comfortable level of intensity
- **Infants lacking in this ability**
- infants rely on caregivers to soothe them.
- **Self-regulation grows over first year, with brain development.**
- Caregivers contribute
- E.g., “Use your words” 
- Break down and explain the appropriate response to a given situation

Emotional Development in Toddlerhood

■ Have better understanding of

- Own emotional state
- Emotional state of others

Hardly need to articulate your emotions because they are already aware of them

■ Able to predict how others might behave under certain emotional states

Show hypothetical scenario and ask for response

■ Learn via experience

■ Incorporate knowledge into make believe

Emotional Self Regulation in Toddlerhood

- Better able to regulate

Self conscious emotions in toddlerhood

- **More sensitive to praise and blame** as self-concept develops

It is important to chastise the behaviour, NOT the child

Don't say "You are good or bad"

Instead praise the behaviour such as

"That was a great drawing", or

"See what happens when you watch TV and eat"

Erickson's Theory of Infant and Toddler Personality

- Psychosocial Theory
- Emotional conflicts faced at early ages impacts later personality
Your initial emotional experience impacts your later personality
- ★ ■ *Basic Trust vs. Mistrust*
- *Autonomy vs. Shame and Doubt*
- Both related to warm/sensitive parenting

Psychodynamic Stages

Age	Erikson's Stage
First Year	Basic Trust versus Mistrust
Second Year	Autonomy versus Shame and Doubt

Temperament and Development

How are they behaving?

- The 'how' of behaviour
- Biological underpinnings
- **Behavioural style**
- 4 characteristics

Some genetic evidence to suggest that higher fetal heart rate of individuals is carried on throughout life (predicts temperament)

- Emerge early in life
- Show stability over time **Not just at one age**
- Pervasive over situations **Not just in one context**
- heritable **Passed on to offspring sort of**

Not
in
the
text!

Dimensions of Temperament: Thomas and Chess (1977)

1. Activity Level How much time spent still vs in motion
2. Regularity Ability to get into a routine (predictive bed time routine)
3. Approach-Withdrawal Will they approach or withdraw from a new situation or person
4. Adaptability Can they adapt to a changed routine (past bedtime?)
5. Threshold of Responsiveness How much stimulus req to upset the child
6. Intensity of Reaction How upset/excited do they get
7. Quality of Mood Overall what emotion do they experience more
8. Distractibility If given task, how easily are they distracted
9. Attention Span If given task, how long will they continue

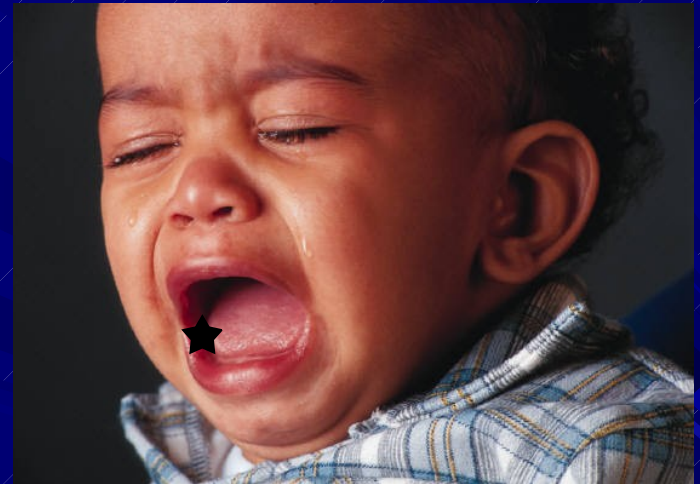
Structure of Temperament

Multiple classifications for overall temperament

- **Easy** – 40%
- **Difficult** – 10%
- **Slow-to-warm-up** – 15%
- **Unclassified** – 35%

Predisposed
to anxiety

Predisposed
to aggression



How to Measure Temperament

- **Surveys** Parents can be biased
- **observations** It is important to have an objective observer

Stability of Temperament

- Moderately stable $r = (0.4 \text{ to } 0.6)$
- Nurture may increase or decrease it

Correlations for Early Temperament and later outcomes

1. Slow to warm up correlated with **later** internalizing issues = Anxiety, loneliness or depression
2. Difficult temperament correlated with externalizing issues = Aggression, yelling, misbehaviour
3. High attention span correlated with better academic performance

Goodness of fit

These must match the child's temperament to promote development

- **Temperament and parenting style** need a good fit for optimal development
- Overview of Temperament
- Easy Temperament
- Difficult Temperament

Attachment

- Early bond
- Typically between child and main caregiver
- Assessed via *Strange Situation Test* devised by Mary Ainsworth

Assess' the response to separations and reunions of child with parent

Strange Situation Test

1. Experimenter brings baby and parent to lab and leaves
2. Parent watches baby play
3. Experimenter/stranger re-enters room and talks to parent
4. Parent leaves room. Experimenter still there
5. Parent returns. Experimenter leaves.
6. Parent leaves room.
7. Experimenter comes in
8. Parents returns

Strange Situation Test

What is measured?

■ *Secure base*

Children trust their parents and use them as a source of information about the world around them.

Ainsworth said that we use an Internal Working (Mental) Model that suggests we rely on our primary caregiver in infancy if the trends from the past allow us to connect the dots between care and information

Measuring the Security of Attachment

■ Secure Attachment

- Use the parents as a secure base; actively seek contact with the parent when he or she returns.

■ Avoidant Attachment Parental style is more neglectful

- Seem unresponsive to the parent and are slow to greet the parent upon reunion. Child acts entirely independantly

■ Resistant Attachment Parental style is inconsistent

- Seek closeness to the parent and are distressed and angry when the parent returns. Clingy children (angry at parent)

■ Disorganized/Disoriented Attachment

- Pattern reflects the greatest insecurity. At reunion, these infants often show confused, contradictory behaviors.

Children are most neglected

Insecure methods of attachment

Measuring the Security of Attachment



- **Secure – 65%**
- **Avoidant – 20%**
- **Resistant – 10%**
- **Disorganized-
disoriented – 5 to 10%**

Attachment and Later Development

- Secure attachment related to positive outcomes in:
 - Preschool
 - Middle childhood
- Continuity of caregiving may link infant attachment and later development.



Factors that Affect Attachment Security



- Opportunity for attachment
- Quality of caregiving
- Infant characteristics
- Family circumstances
- Parents' internal working models *Trusting/Mistrusting Parent*