

Chapter 4: The First Two Years

Emotional Development
<ul style="list-style-type: none"> <li>• Innate emotions (pain, pleasure) to complex emotions, needing cognition</li> <li>• Primary emotions: first 6 mons             <ul style="list-style-type: none"> <li>&gt; pleasure, pain, crying, happy</li> <li>&gt; <i>social</i> smile (6 wks): awareness of others, intentionally communicating</li> <li>&gt; joy, laughter</li> </ul> </li> <li>• Anger: 6 mons, shown by frustration             <ul style="list-style-type: none"> <li>&gt; healthy response to environ.</li> </ul> </li> <li>• Sadness: withdrawal             <ul style="list-style-type: none"> <li>&gt; increase cortisol – primary stress hormone</li> </ul> </li> </ul>

Emotional Development
<ul style="list-style-type: none"> <li>• Fear: 6 – 9 month</li> <li>• Separation anxiety: clinging, crying when familiar person is about to leave             <ul style="list-style-type: none"> <li>&gt; ~ 1 year, intensifies at age 2</li> <li>&gt; some use blankets, toys for comfort</li> <li>&gt; high anxiety at 3, emotional disorder!</li> </ul> </li> <li>• Stranger wariness: unfamiliar person comes to closely</li> </ul>

Toddler Emotions
<ul style="list-style-type: none"> <li>• 2 volunteers: 1 male, 1 female</li> <li>• Social awareness brings:</li> <li>• Pride: accomplished something</li> <li>• Shame: child fails at goal set by family, others</li> <li>• Embarrassment: unwanted attention</li> <li>• Empathy: share other’s feelings (sad, X is crying)</li> <li>• Disgust: physical reaction to unpleasant taste, smell</li> </ul>

Brain Development: Role of Parents
<ul style="list-style-type: none"> <li>• Respond to infant’s initiated acts (smiles, cries)</li> <li>• Praise infant when new skill/ability is mastered</li> <li>• Talk, sing, play with infant</li> <li>• Provide interesting things to enhance senses</li> <li>• Encourage infant to babble, vocalize</li> </ul>

Temperament
<ul style="list-style-type: none"> <li>• Biological, individual differences in style of approach and responses to environment that is <i>stable</i> across time and situations</li> <li>• Experiment: place infants in various situations, frightening, attractive             <ul style="list-style-type: none"> <li>• easy: those who laugh</li> <li>• difficult: cry</li> <li>• slow to warm up: quiet</li> </ul> </li> <li>• 9 characteristics were identified: p. 145</li> </ul>

### Temperament: Child Outcomes

- Easy: positive in mood, regular bodily functioning, adaptable, +ve approach to new events, low-med intensity of responses
- Parents: few problems!
- Difficult: irregular bodily functions, display intense rxs, tend to withdraw from new events, slow to adapt to changes in environ, -ve mood, crying a lot
- Parents: consistent in interactions and training,
- more tolerance

### Temperament: Child Outcomes

- Slow-to-warm-up: low activity, withdraw, slower to adapt to events, -ve mood, low intensity of rx

### Attachment

- Emotional bond of infant TO parent
- Bowlby: influenced by Spitz's work on an orphanage
- Infants were fed, adequate care but failed to thrive
  - > lost weight, grew passive, showed no +ve feelings to nurse
  - > Freud was not right: basic needs are met, not enough
- Harlow: wired monkeys

### Attachment: Bowlby's Theory

- UNIVERSAL!
- Social interaction, communication > feeding, physical contact
- Innate mutual responsiveness and attraction btwn parents and infants
- Infants' babyishness elicits protective responses from adults
- Babies' crying, sucking, smiling, looking at caregiver preferentially, have net effect of orienting caregiver

### Ainsworth: Strange Situation

- ALL infants are attached BUT differ in SENSE OF SECURITY (secure base)
- Ease of comforting infant's distress is the QUALITY of attachment
- Observing **DISTRESS**
- Responsive and sensitive is key!

### Strange Situation Experiment

1. Parent and infant brought into room by RA
2. Infant plays for 3 minutes, mother watches
3. Stranger in, talks to baby, approaches baby, mother leaves
4. Stranger attempts to comfort if necessary
5. 3 minutes, mother returns
6. Baby return to play, mother leaves, saying "bye"
7. Stranger attempts to calm and play with baby
8. 3 minutes, mother returns, stranger leaves

Signs of Attachment
<ul style="list-style-type: none"> <li>• Proximity-seeking                             <ul style="list-style-type: none"> <li>&gt; Proximity: near</li> <li>&gt; follow caregiver</li> </ul> </li> <li>• Maintaining contact: touching, holding                             <ul style="list-style-type: none"> <li>&gt; also by visual, verbal</li> <li>&gt; “you didn’t leave me”</li> </ul> </li> <li>• Develop an internal working model (platform) of how relationships should be, what to expect</li> </ul>

Types of Attachment
<ul style="list-style-type: none"> <li>• Secure: parents were responsive and sensitive</li> <li>• Insecure: parents were inconsistent</li> <li>• See Tables 4.1, 4.2</li> </ul>

Attachment: Culture
<ul style="list-style-type: none"> <li>• Attachment – a western perspective</li> <li>• Aboriginals: not focused only on infant-parent relationship</li> <li>• Need to focus on themes of holism, balance, and respect on how to instruct and guide children</li> <li>• Balancing the mind, emotions, spirit, and body and interconnectedness with all relations, community, history, ancestors....all influence parenting!</li> </ul>

Attachment: Culture
<ul style="list-style-type: none"> <li>• Japan: mothers RARELY leave their infants</li> <li>• Israel: kibbutz: communal daycare</li> </ul>

Erikson: Trust vs. Mistrust
<ul style="list-style-type: none"> <li>• Psychosocial crises that individuals need to deal with at various age stages</li> <li>• Are parents there?</li> </ul>

Erikson: Autonomy vs. Shame, Doubt
<ul style="list-style-type: none"> <li>• After 1, toddlers WANT to do things for themselves</li> <li>• NO!</li> <li>• Parents encouraging of toddlers attempts?</li> <li>• Criticize, verbally and/or non-verbally???</li> </ul>

Learning Theory

- Social learning: Bandura – bobo doll