

# Life-Span Development Thirteenth Edition

## Chapter 6: Socioemotional Development in Infancy

## Emotional and Personality Development

### ▪ Emotional Development

- What Are Emotions?
  - Emotion: feeling or affect, that occurs when a person is in a state or an interaction that is important to him or her, especially to his or her well-being
- Biological and Environmental Influences:
  - Certain brain regions plays a role in emotions
  - Relationships and culture provide diversity in emotional experiences

## Emotional and Personality Development

### ▪ Emotional Development

- Early Emotions:
  - Primary Emotions: present in humans and animals - e.g. surprise
- Self-Conscious Emotions: require self-awareness that involves consciousness and a sense of "me" - e.g., jealousy

## Emotional and Personality Development

### ▪ Emotional Development

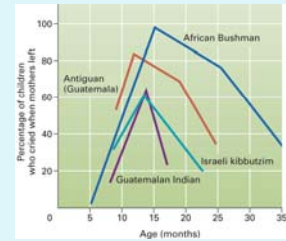
- Emotional Expression and Social Relationships
  - Emotions permit coordinated interactions with caregivers
  - Crying is the most important mechanism newborns have for communicating with their world
    - Three types of cries:
      - Basic cry
      - Anger cry
      - Pain cry
  - Two types of smiling:
    - Reflexive smile
    - Social smile

## Emotional and Personality Development

- Emotional Development
  - Fear is one of a baby's earliest emotions
  - Stranger Anxiety: infant shows a fear and wariness of strangers
  - First appears at about 6 months of age, intensifies at about 9 months of age

## Emotional and Personality Development

- Separation Protest: crying when the caregiver leaves
  - Due to anxiety about being separated from their caregivers
  - Typically peaks at about 15 months for U.S. infants
  - Cultural variations



## Emotional and Personality Development

- Emotional Development
  - Emotional Regulation and Coping
    - Caregivers' actions influence the infant's neurobiological regulation of emotions
      - Soothing reduces the level of stress hormones
      - Swaddling
    - Infant gradually learns how to minimize the intensity of emotional reactions
    - Infants cannot be spoiled in the first year of life

## Emotional and Personality Development

- Temperament:
  - Individual differences in behavioral styles, emotions, and characteristic ways of responding
  - Describing and Classifying Temperament
    - Chess and Thomas's Classification:
      - Easy child
      - Difficult child
      - Slow-to-warm-up child
      - Unclassified
    - Kagan's Behavioral Inhibition

## Emotional and Personality Development

- Temperament:
  - Rothbart and Bates's Classification:
    - Extraversion/surgency
    - Negative affectivity
    - Effortful control (self-regulation)
  - Individuals can engage in a more cognitive, flexible approach to stressful circumstances

## Emotional and Personality Development

- Temperament:
  - Biological Foundations and Experience
    - Kagan: children inherit a physiology that biases them to have a particular type of temperament, but this is modifiable through experience
  - Biological Influences:
    - Contemporary view: temperament is a biologically based but evolving aspect of behavior

## Emotional and Personality Development

- Temperament:
  - Gender, Culture, and Temperament
    - Parents may react differently to an infant's temperament depending on gender
    - Different cultures value different temperaments
  - Goodness of Fit and Parenting
    - The match between a child's temperament and the environmental demands the child must cope with

## Emotional and Personality Development

- Personality Development
  - Trust: Erikson believed the 1<sup>st</sup> year is characterized by trust vs. mistrust
    - Not completely resolved in the first year of life
    - Arises again at each successive stage of development
  - The Developing Sense of Self
    - Occurs at approximately 18 months
  - Independence
    - Erikson: autonomy vs. shame and doubt

## Social Orientation/Understanding and Attachment

- Social Orientation/Understanding
  - Social Orientation
    - Face-to-face play
      - Infants respond more positively to people than objects at 2 to 3 months of age
      - Still-face paradigm
      - Increases in imitative and reciprocal play between 18-24 months
    - Locomotion
      - Increased locomotion skills allow infants to explore and expand their social world

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## Social Orientation/Understanding and Attachment

- Social Orientation/Understanding
  - Intention and Goal-Directed Behavior
    - Joint attention and gaze following
  - Social Referencing: “reading” emotional cues in others to determine how to act in a particular situation
    - Mother’s facial expression influences infant’s behavior
  - Infant’s Social Sophistication and Insight
    - Reflected in infants’ perception of others’ actions

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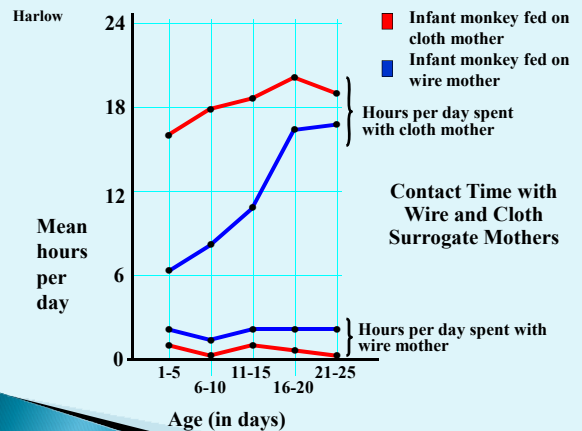
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## Social Orientation/Understanding and Attachment

- Attachment and Its Development
  - Attachment: a close emotional bond between two people
    - Freud: infants become attached to the person that provides oral satisfaction
    - Harlow: contact comfort preferred over food
    - Erikson: trust arises from physical comfort and sensitive care
    - Bowlby: four phases of attachment

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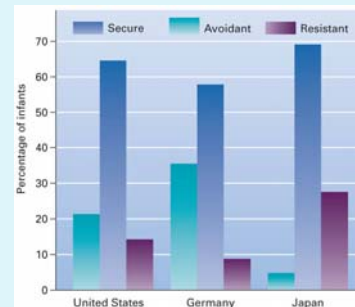
## Social Orientation/Understanding and Attachment

- Individual Differences in Attachment
  - Strange Situation is an observational measure of infant attachment (Ainsworth)
  - Securely Attached vs. Insecurely Attached infants
  - Cultural differences

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## Social Orientation/Understanding and Attachment



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## Social Orientation/Understanding and Attachment

- Caregiving Styles and Attachment
  - Maternal sensitivity linked to secure attachment
  - Caregivers of insecurely attached infants tend to be:
    - Rejecting
    - Inconsistent
    - Abusive

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## Social Contexts

- The Family:
  - Family is a constellation of subsystems
- The Transition to Parenthood
  - Adjustment of parents during infant's first years
    - Infant care competes with parents' other interests
    - Overall increase in marital satisfaction
- Reciprocal socialization: two-way interaction process whereby parents socialize children and children socialize parents
  - Parent–infant synchrony and Scaffolding

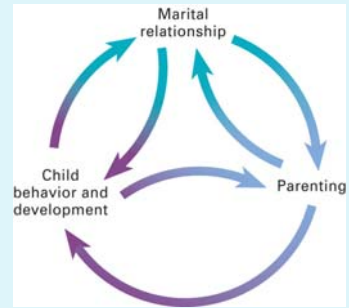
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## Social Contexts

- The Family
  - Maternal and Paternal Caregiving
    - Increasing number of U.S. fathers stay home full-time with their children
    - Fathers can be as competent as mothers
    - Maternal interactions center on child-care activities (feeding, changing diapers, bathing); Paternal interactions tend to be play-centered

## Social Contexts



## Social Contexts

- Child Care
  - U.S. children experience multiple caregivers
  - Parental Leave
    - Five types of parental leave from employment

## Social Contexts

- Child Care
  - Variations in Child Care
    - Effected by age of child, type of child care, and quality of the program
    - Type of child care varies
      - Child care centers, private homes, etc.
    - Low-SES children are more likely to experience poor-quality child care