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 play a role in emotions
    - Relationships and culture provide diversity in emotional experiences

- **Emotional and Personality Development**
  - Emotional Expression and Social Relationships
    - 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**
  - 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 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

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 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

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 1st 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

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: comfort preferred over food
    - Erikson: trust arises from physical comfort and sensitive care
    - Bowlby: four phases of attachment

Contact Time with Wire and Cloth Surrogate Mothers

Harlow

- Infant monkey fed on wire mother
- Infant monkey fed on cloth mother

Hours per day spent with cloth mother

Mean hours per day

0 6 12 18 24

1-5 6-10 11-15 16-20 21-25

Hours per day spent with wire mother

Age (in days)
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

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

Caregiving Styles and Attachment

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

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

- 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