

# ESSENTIALS OF LIFE-SPAN DEVELOPMENT

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4e

SOCIOEMOTIONAL DEVELOPMENT IN INFANCY

4

# CHAPTER OUTLINE

- Emotional and personality development
- Social orientation and attachment
- Social contexts

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- **Emotion:** Feeling, or affect, that occurs when a person is in a state or interaction that is important to him or her
  - Play important roles in:
    - Communication with others
    - Behavioral organization
  - Range of positive and negative emotions

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Biological and environmental influences
  - Facial expressions of basic emotions same across cultures
  - Emotion-linked interchange provides foundation for the infant's developing attachment to the parent
  - Social relationships
    - Provide the setting for the development of a rich variety of emotions
  - Display rules are not universal
    - Govern when, where, and how emotions should be expressed

# FIGURE 4.1 - EXPRESSION OF DIFFERENT EMOTIONS IN INFANTS

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Joy

(joy): © BananaStock/PictureQuest; (sadness): The McGraw-Hill Companies, Inc./Jill Braaten, photographer; (fear): David Sacks/Getty Images; (surprise): © Stockbyte/Getty Images RF;

Sadness

Fear

Surprise

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Early emotions
  - Emotions expressed during first 6 months of life
    - Surprise, interest, joy, anger, sadness, fear, disgust
  - Self-conscious emotions develop later in infancy
    - Jealousy, empathy, embarrassment, pride, shame, guilt
- Emotional expressions and relationships
  - Infants' emotional communications permit coordinated interactions with caregivers
    - Beginnings of emotional bonds

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Crying
  - **Basic cry:** Rhythmic pattern usually consisting of:
    - A cry
    - Briefer silence
    - Shorter inspiratory whistle that is higher pitched than the main cry
    - Brief rest before the next cry
  - **Anger cry:** Variation of the basic cry, with more excess air forced through the vocal cords
  - **Pain cry:** Sudden long, initial loud cry followed by breath holding

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Smiling
  - **Reflexive smile:** Smile that does not occur in response to external stimuli
  - **Social smile:** In response to an external stimulus
- Fear
  - **Stranger anxiety:** Fear and wariness of strangers
  - **Separation protest:** Distressed crying when the caregiver leaves
- **Social referencing**
  - “Reading” emotional cues in others to help determine how to act in a particular situation
  - Helps infants interpret ambiguous situations more accurately

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Emotion regulation and coping
  - Infants gradually develop an ability to inhibit, or minimize, the intensity and duration of emotional reactions
  - Caregivers' actions and contexts can influence emotional regulation
    - Soothing modulates emotions, reduces level of stress hormones
    - Later, infants redirect or distract themselves to reduce arousal levels

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- **Temperament:** Individual differences in behavioral styles, emotions, and characteristic ways of responding
  - How quickly emotion is shown, how strong it is, how long it lasts, how quickly it fades away

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Chess and Thomas' classifications
  - **Easy child**
    - Generally in a positive mood
    - Quickly establishes regular routines in infancy
    - Adapts easily to new experiences
  - **Difficult child**
    - Reacts negatively and cries frequently
    - Engages in irregular daily routines
    - Slow to accept change
  - **Slow-to-warm-up child**
    - Low activity level
    - Somewhat negative
    - Displays a low intensity of mood

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Kagan's Behavioral Inhibition
  - *Inhibition to the unfamiliar* – shyness with strangers (peers or adults)
- Rothbart & Bates' Classification
  - Effortful control (Self-Regulation)

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Biological foundations and experience
  - Physiological influences
  - Gender and cultural influences
    - Parents may react differently to an infant's temperament depending on gender
    - Cultural differences in temperament were linked to parent attitude and behaviors
- **Goodness of fit:** Match between a child's temperament and the environmental demands the child must cope with
  - Lack of fit may produce adjustment problems

# EMOTIONAL AND PERSONALITY DEVELOPMENT

- Trust
  - Erikson's *trust vs mistrust* stage
- Developing sense of self
  - Self-recognition
  - Self-awareness – emerging sense of “me”
- Independence
  - Erikson's *autonomy vs shame and doubt* stage

# SOCIAL ORIENTATION AND ATTACHMENT

- Social orientation
  - Face-to-face play
  - Increasing levels of interaction with peers
- Locomotion
  - As infants develop ability to crawl, walk, and run, they are able to explore and expand their social world
- Intention, goal-directed behavior, and cooperation
  - Joint attention
  - Gaze-following

# SOCIAL ORIENTATION AND ATTACHMENT

- **Attachment:** 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
    - *Phase 1: From birth to 2 months - Attachment to human figures*
    - *Phase 2: From 2 to 7 months - Focus on one figure*
    - *Phase 3: From 7 to 24 months - Specific attachments develop*
    - *Phase 4: From 24 months on - Become aware of others' feelings*

# SOCIAL ORIENTATION AND ATTACHMENT

- **Strange Situation**
  - Observational measure of infant attachment
  - Infant move through a series of:
    - Introductions
    - Separations
    - Reunions with the caregiver and an adult stranger in a prescribed order
  - Provides information about infant's motivation to be near caregiver and degree to which caregiver's presence provides security and confidence

# SOCIAL ORIENTATION AND ATTACHMENT

- Attachment styles:
  - **Securely attached babies:** Use the caregiver as a secure base from which to explore the environment
  - **Insecure avoidant babies:** Avoid the caregiver
  - **Insecure resistant babies:** Cling to the caregiver, then resist the caregiver by fighting against the closeness
  - **Insecure disorganized babies:** Appear dazed, confused, and fearful

# SOCIAL ORIENTATION AND ATTACHMENT

- **Developmental cascade model**
  - Connections across domains over time that influence developmental pathways and outcomes
  - Biological, cognitive, and socioemotional processes
  - Involve social contexts like families, peers, schools, culture
  - Can produce positive or negative outcomes at different points of development

# SOCIAL ORIENTATION AND ATTACHMENT

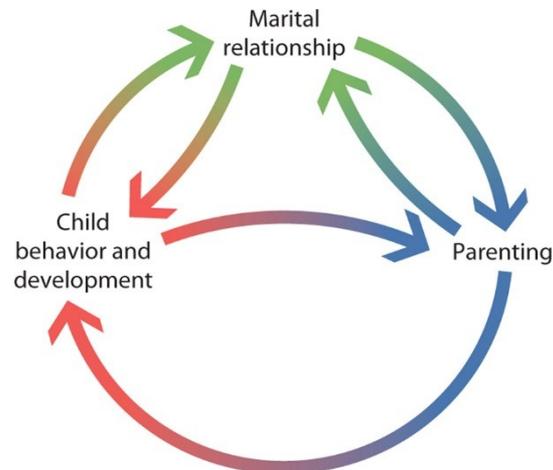
- Caregiving styles and attachment
  - Caregiver sensitivity linked to secure attachment
  - Caregivers of insecurely attached infants (avoidant, resistant, and disorganized) tend to be rejecting, inconsistent, or abusive

# SOCIAL CONTEXTS

- The family
  - Constellation of subsystems defined by generation, gender, and role
  - Subsystems have reciprocal influences on each other
- Transition to parenthood
  - New parents face disequilibrium and must adapt to it
  - Developing strong attachment to infant, maintaining connections with partner and friends, careers

# FIGURE 4.6 - INTERACTION BETWEEN CHILDREN AND THEIR PARENTS: DIRECT AND INDIRECT EFFECTS

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# SOCIAL CONTEXTS

- **Reciprocal socialization**
  - Bidirectional – children socialize parents, just as parents socialize children
  - **Scaffolding:** Parents time interactions so that infants receive support when it is needed to advance a skill
    - Used to support children’s efforts at any age

# SOCIAL CONTEXTS

- Managing and guiding infants' behavior
  - Attempts to reduce or eliminate undesirable behaviors, includes:
    - Being proactive and childproofing the environment
    - Engaging in corrective methods
  - Use of discipline and corrective methods
    - Special concerns that corrective discipline does not become abusive

# FIGURE 4.7 – PARENTS’ METHODS FOR MANAGING AND CORRECTING INFANTS’ UNDESIRABLE BEHAVIOR

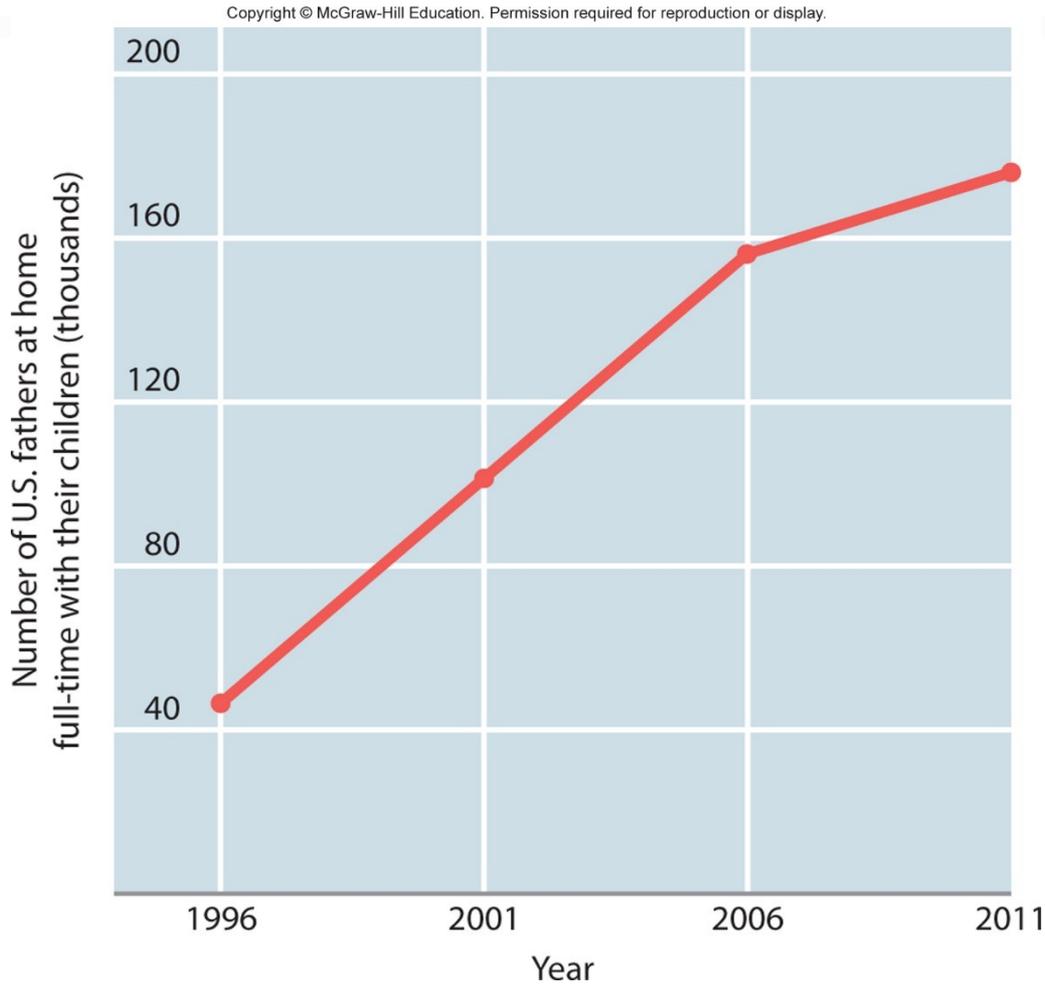
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Method	12 Months	24 Months
Spank with hand	14	45
Slap infant’s hand	21	31
Yell in anger	36	81
Threaten	19	63
Withdraw privileges	18	52
Time-out	12	60
Reason	85	100
Divert attention	100	100
Negotiate	50	90
Ignore	64	90

# SOCIAL CONTEXTS

- Maternal and paternal caregiving
  - Mothers still spend considerably more time in caregiving than fathers
    - More likely to engage in managerial role with children
  - Paternal interactions tend to be play-centered
  - Increasing number of full-time stay-at-home fathers in U.S.
    - Stay-at-home fathers as satisfied with marriage as traditional parents
      - But do miss daily workplace life
    - Tend to be ostracized, excluded from play groups

# FIGURE 4.8 - INCREASE IN NUMBER OF U.S. FATHERS STAYING AT HOME FULL-TIME WITH THEIR CHILDREN



# SOCIAL CONTEXTS

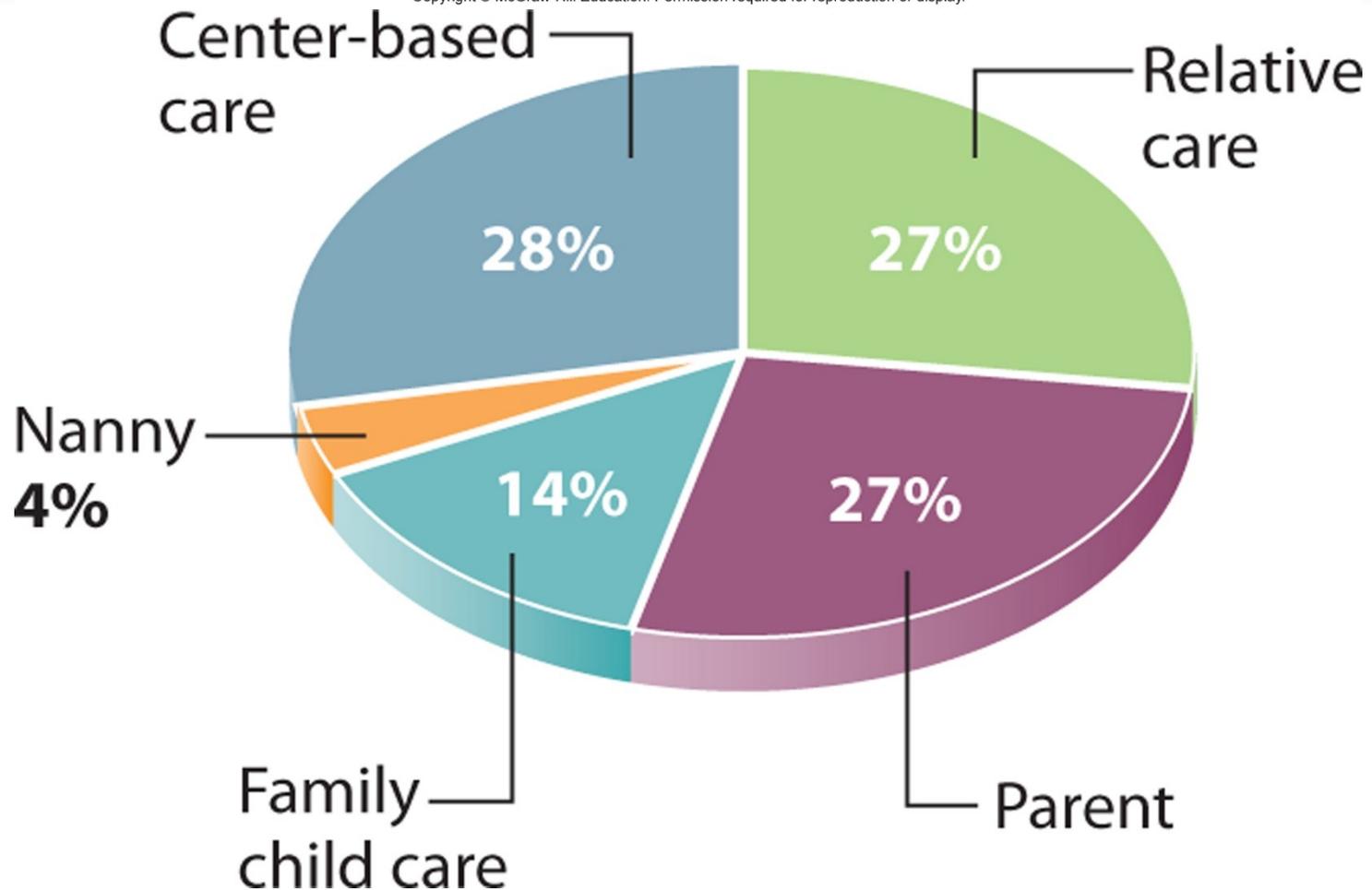
- Child care
  - Many children in the U.S. experience multiple caregivers
  - Includes child care provided by others
- Parental leave
  - Many U.S. adults do not receive paid leave to care for young children
  - Child care policies vary across the world
    - European Union mandated 14 week paid maternity leave in 1992
    - U.S. currently allows up to 12 weeks of unpaid leave for parents who are caring for a newborn

# SOCIAL CONTEXTS

- Variations in child care
  - Factors that influence the effects of child care include:
    - Age of the child
    - Type of child care
    - Quality of the program
  - Type of child care varies extensively
    - Large centers
    - Private homes
    - Commercial operations and nonprofit centers
    - Child care providers can be professionals or untrained adults

# FIGURE 4.9 - PRIMARY CARE ARRANGEMENTS IN THE U.S. FOR CHILDREN UNDER 5 YEARS OF AGE WITH EMPLOYED MOTHERS

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# SOCIAL CONTEXTS

- High-quality child care includes:
  - Active engagement in variety of activities
  - Frequent, positive interactions with child
  - Encouraging child to talk about experiences, feelings, and ideas
  - Safe environment
  - Age-appropriate toys and activities
  - Low caregiver-child ratio

# SOCIAL CONTEXTS

- Strategies parents can follow in regard to child care:
  - Recognize that the quality of your parenting is a key factor in your child's development
  - Make decisions that will improve the likelihood that you will be good parents
  - Monitor your child's development
  - Take time to find the best child care