CHAPTER 6:
INFANT SOCIAL AND EMOTIONAL DEVELOPMENT

DEVELOPMENT DURING THE 1ST SIX MONTHS

• **Beliefs About Newborn Capacities Have Seen Two Extremes:**
  • The historical view of the incompetent infant (e.g., William James' view)
  • The more recent view of even young infants possessing desires, expectations, purpose, and will.

**The Newborn as Preadapted to Social Exchanges**

• Built-in ability to ________________________ in ways adults can interpret and respond to.

• Capacity to ______________________________ in the environment.

• **Built-in attraction to social stimuli**
  • social significance of faces?
  • discriminate among
  • Built-in coordination between
  • Inclination to ________________________ with the caregiver's behavior.

**The Origins of Reciprocity**

• **Reciprocity:** True Social interactions involving mutual exchanges between partners.

• At first caregivers control social dialogues, ideally providing ________________________.

• **Sensitive Care:** ________________________________

• **Attunement:** Caregivers' adjustment of the stimulation they provide in response to ________________________________

• **Feeding of newborns:**
  • Controlled by lower brain regions
  • Parents interpret pause ________________________________.
Becoming an Active Participant: The Example of Social Smiling

• How do we know newborns smile because of activity in lower brain regions?
  • smile almost solely during ____________________________
  • newborn smiles are more common in ________________________________________.
  • sleep smiles disappear as baby matures

EMOTIONAL DEVELOPMENT

• Emotions are typically __________________________characterized by ____________,
  __________________________ patterns of __________________________, and
  __________________________.

• Emotional Development includes the

Forerunners of Basic Emotions

• Newborns’ physiological responses to stimulation develop into forerunners of specific
  basic emotions, but differ from these emotions in several ways:
  o They often require ____________________________.
  o Very ____________________________ are attached to these emotions.
  o Responses are _________ and NOT well differentiated (anger vs. fear vs. anxiety).

The Beginnings of Emotional Regulation and Coping

• Capacity to cope with emotionally arousing situations begins to develop in first 6 months.

• Early techniques are global and involuntary and

• interrupt contact with the environment

• Examples?
DEVELOPMENT IN THE SECOND 6 MONTHS

Cognitive development

- **Cognitive development** underlies the infant’s social and emotional development.
  - intentional behavior
  - rudimentary sense of self
  - brain organization
  - recall past events
  - anticipate outcomes

- Developments in the second 6 months are so dramatic they can be considered *qualitative* advances.

Emotional Reactions to the Unfamiliar

- A stranger staring can cause a 5-month-old infant to cry after about 30 seconds.
- At __________, babies begin to react negatively to strangers even without prolonged stares.
- This stranger distress usually continues for ____________________________.
- Degree of stranger distress ________________________________.
- At the same time they show stranger distress, infants show fear in other situations, such as ____________________________________________.

- This is not just wariness toward unfamiliarity in general, though.
  - Novel stimuli can make babies squeal with delight, if the baby feels secure in the particular context.

Emotional Regulation and Coping

- In the second 6 months, babies develop more flexible skills for coping with emotionally arousing situations, such as:

EXPLAINING INDIVIDUAL DIFFERENCES IN EARLY SOCIAL AND EMOTIONAL DEVELOPMENT

Two Major Approaches for Explaining Individual Differences in Infant Behavior

- **Attachment Framework**: Bowlby and Erikson
- **Temperament Framework**:
THE TEMPERAMENT FRAMEWORK

- **Temperament**: An individual infant’s general style of behavior across contexts.

- **Thomas and Chess (1977)** three categories of infant temperament:
  - ________________: high biological regularity, readily approached new objects and people, highly adaptable, mostly positive in mood.
  - ________________: biologically irregular, tend to withdraw from novelty, low in adaptability, and intense, mostly negative mood.
  - ________________: moderate regularity; mildly negative reactions to novelty, but adapted after repeated exposure.

**Stability of Temperament**

- Roots of personality?
- Differences = inborn?
- Parent report studies

- Newborn behavior does not predict later temperament very well.
- But by the end of the ____________, temperament becomes more stable and predictive of later behavior.

**Twin Studies**

- Many studies show more similarity in temperament between identical twins than between fraternal twins.
- Twins separated at birth are less similar than twins raised together.

**The Genetics of Temperament**

- Some characteristics, like ________________, seem to have a genetic component.
- Others, like ________________, appear to be based more on experience.
ATTACHMENT

Characteristics/Definition of Attachment:
- Long lasting emotional tie between an infant and caregiver
- Begins to develop in the 1st year and continues through life
- Two-way relationship between parent and infant
- Does not have to be with biological parent
- Can occur with more than one person
- Most likely not based on feeding as learning theory suggests. How do we know this – think monkey!

Strange Situation
- Quality of the relationship depends on the interactions with the caregiver during the first year
- Ainsworth Strange Situation can assess the quality of attachment
  - Observational measure of infant attachments that requires the infant to move through a series of introductions, separations and reunions with caregiver and an unknown adult in a certain order

Strange Situation
- Infant and mother in novel room with toys
- Stranger enters, chats with mom, plays
- Caregiver leaves
- Caregiver returns, stranger leaves
- Caregiver leaves infant alone
- Stranger returns
- Mother returns, stranger leaves

How to Assess Quality of Attachment
- Four criteria:
  - Active play and exploration in caregiver’s presence
  - Enthusiastic greeting when not distressed
  - Effectiveness of contact when distressed
  - Absence of anger or withholding contact when distressed
Secure Attachment

- *Infants use mother as a secure base from which to explore the environment*
- When mother is in the room, reacts positively to the stranger when picked up and approached
- Visibly upset and vocal when mother leaves (separation distress)
- Unlikely to be consoled by stranger
- Can use mother as a source of comfort when upset
- When mother reappears, approach her, calms down quickly and resumes playing and exploring (greeting reactions)

Anxious/Avoidant

- *Readily separates from mother but avoids contact after separation*
- Indifferent when mother is in the same room
- May or may not cry when mother leaves the room
- If distressed, strangers as likely to soothe them as mother
- When mother returns, avoids gaze, looks away and stays away

Anxious-Resistant (Type C)

- Infant separates from mother reluctantly but shows ambivalence following separation
- Stay close to mother; appear anxious even when she is near
- Becomes upset and reluctant at separation but not soothed with her return
- Does not resume playing when mother returns
- Looks away, avoids gaze, stays away or may actively reject

Factors Contributing to Variations

- Maternal behaviors – secure babies have mothers who

- Child characteristics –
Factors Contributing to Attachment Cont.

- **Cultural Influences** – values and expectations of the culture; e.g., higher rates of anxious-resistant in Kibbutz and Japanese cultures; lower rates of secure attachment in German households

- **Environmental Influences** –

Infant Attachment and Later Development

- **Internal working model** =
  - caregiver responsiveness
  - infant’s own ability to obtain care
  - the nature of social relationships

How Temperament May Relate to Attachment:

- Characteristics of a particular infant may be at odds with those of a particular caregiver

- Early infant characteristics may feed into the quality of care parents provide.

- An infant’s characteristics may tax caregivers’ ability to cope.

THE IMPORTANCE OF EARLY CARE

- **The Sensitive Period Hypothesis:**

  - Early experience has special significance for development because basic expectations about oneself and the social world are laid down in infancy.

  - However,