

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:
 - They often require _____.
 - Very _____ are attached to these emotions.
 - 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,