PSYC 335
Developmental Psychology I

Session 8 – Development in infancy-Part II

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Session Overview

• Socio-emotional development in the infancy stage include sub-domains such emotional development, temperament, attachments and personality development. The aim of this session explains the changes that occur in the above-listed sub-domains of socio-emotional development in infancy.
Session Outline

The key topics to be covered in the session are as follows:

- Emotional development
- Temperament
- Attachment development
- Personality development
• Read Chapter 6 of Development through the lifespan, Berk (2006)
Topic One

EMOTIONAL DEVELOPMENT
Emotional development

- 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
- Several classifications but broadly grouped into positive or negative
  - positive: joy, love
  - negative: anger, guilt
- Social relations provide the setting for the development of a rich variety of emotions
Emotional development

- Emotions in infants can be categorized primary emotions and self-conscious emotions
- **Primary emotions:** some are present in humans and appear in the first 6 months of the development
  - Attraction to pleasant stimulation
  - Withdrawal from unpleasant stimulation
- Gradually, emotions become clear and well-organized
  - E.g. surprise, interest, joy, anger, sadness, fear, and disgust
- By 6 months, infants use face, voice and posture to form well-organized signals
- By mid 1 year, emotional expressions are well-organized and specific
Emergence of basic emotions

- Anger, surprise, sadness first appears around 3 to 4 months.
- Anger is expressed during the first months when babies cry in response to unpleasant experiences.
  - Expressions of sadness are usually less frequent than anger.
- Shame: 6 to 8 months
- Contempt: 2 years
- Fear appears during the 6th month and peak at 18 months.
  - May appear earlier in abused and neglected infants (Campos, 2005).
  - Stranger anxiety: expression of fear to unfamiliar adults.
    - Depeŷds oŶ iŶfaŶt’s tewperaŶeŶt aŶd past edẑperieŶDe || ith straŶgers
  - Separation protest: Results from fear of being separated from parent. Infant cries when caregiver leaves.
  - Understanding of cause and effect
Emergence self-conscious emotions

- Second-higher order level of emotions
  - Develop at the end of the second year (18-24 months)
  - E.g., jealousy, empathy, embarrassment, pride, shame, and guilt (occur in 18 months); Pride tend to occur by age 3

- Require:
  - self-awareness that involves consciousness
  - a sense of self as separate and unique individual
  - adult’s to feel proud, ashamed, guilt

- Results from injury to or enhancement of the sense of self

- Help children to acquire socially valued behaviors and goal-achievement
Emotional expression and social relationship

- During infancy, emotions are used by the infant to communicate with parents
  - Reciprocal interaction influences both parties
  - **Cries** and **smiles**: used for interacting with parents

- **Crying**:

- The first DrLJ erifies that the daďadLJs luâŶgs ha| e filled || i th air
  - MaLJalso pro|ide iŶforwatioŶ aďout the health of the Ŷe||ďorŶ’s central nervous system

- Infants have at least three types of cries
  - basic cry
  - anger cry
  - pain cry
Emotional expression and social relationship

<table>
<thead>
<tr>
<th>BASIC CRY</th>
<th>ANGER CRY</th>
<th>PAIN CRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythmic Cry</td>
<td>Like basic</td>
<td>Loud cry</td>
</tr>
<tr>
<td>Brief silence</td>
<td>More air forced through vocal cords</td>
<td>Followed by breath holding</td>
</tr>
<tr>
<td>In-breath whistle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brief rest</td>
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</tbody>
</table>
Emotional expression and social relationship

- **Smiling**: critical as a means of developing new social skill and a key social signal
  - Two types of smiling: reflexive and social smile
    - **Reflexive smile**: does not occur in response to external stimuli and appears during the first month after birth, usually during sleep.
  - **Social smile**: evoked by external stimulus
    - Occurs between 4-6 weeks to 2 months.
- 2 to 6 months: increases in self-initiated smiles in response to others’ smiles
- 6 to 12 months: smile coupled with eye constriction and mouth opening
- 2nd year: awareness of meaning of smiles and infants engage in anticipatory smiling
- **Laughter**
  - Occurs around 3 to 4 months
  - Reflects faster processing of information than smiling
  - Occurs in response to active stimuli
Emotional expression and social relationship

- **Anger, surprise, sadness** first appears around 3 to 4 months in response to active stimuli.
  - Anger is expressed during the first months when babies cry in response to unpleasant experiences.
  - Expressions of *sadness* are usually less frequent than anger.
- **Shame**: 6 to 8 months
- **Contempt/dislike**: 2 years
- **Fear**: $6^{th}$-18 months.
  - cause and effect
  - stranger anxiety
  - Separation protest
Emotion regulation and coping

• **Emotional self-regulation**: strategies used to adjust emotional states to a comfortable level of intensity.
  – Early in life, infants depend on caregivers for emotion regulation
• During 1st year, infants gradually develops the ability to inhibit, or minimize the intensity and duration of emotional reactions
  – ability to move around permits them to regulate feelings more effectively by approaching or retreating from various stimuli.
• 2 years of age, language can be used to define feeling states and upsetting context
• Emotion regulation can be affected by fatigue, hunger, time of day, which people are around them, and where they are
# Milestones of emotional development in the first two years

## Table 6.1

### Milestones of Emotional Development During the First Two Years

<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Milestone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Infants' emotions consist largely of two global arousal states: attraction to pleasant stimulation and withdrawal from unpleasant stimulation.</td>
</tr>
<tr>
<td>2-3 months</td>
<td>Infants engage in social smiling and respond in kind to adults' facial expressions.</td>
</tr>
<tr>
<td>3-5 months</td>
<td>Laughter at active stimuli emerges. Infants perceive facial expressions as organized patterns and can match the emotion in voices and faces.</td>
</tr>
<tr>
<td>6-8 months</td>
<td>Expressions of basic emotions are well-organized and vary meaningfully with environmental events. Infants start to become angry more often and in a wider range of situations. Fear, especially stranger anxiety, begins to rise. Attachment to familiar caregivers is clearly evident, and separation anxiety appears. Infants use familiar caregivers as a secure base for exploration.</td>
</tr>
<tr>
<td>8-12 months</td>
<td>Understanding of the meaning of others' emotional expressions improves, and social referencing appears. Infants laugh at subtle elements of surprise.</td>
</tr>
<tr>
<td>18-24 months</td>
<td>Self-conscious emotions of shame, embarrassment, guilt, and pride emerge. A vocabulary for talking about feelings develops rapidly, and emotional self-regulation improves. Toddlers appreciate that others' emotional reactions may differ from their own. First signs of empathy appear.</td>
</tr>
</tbody>
</table>
Topic Two

TEMPERAMENT
Temperament structure

- Temperament- stable individual differences in quality and intensity of emotional reaction, activity level, attention and emotional self-regulation
- Traits that make up temperament build the foundation for adult personality
- Temperament classifications:
  - **Easy**: generally positive; stable rhythm of movement, sleep, adapts to new situations, smiles
  - **Slow-to-Warm-Up**: slow to adapt to new situations; mildly negative response; more intense reactions than Easy babies but less than difficult babies
  - **Difficult**: intense negative reactions to new situations; slow to adapt; irregular patterns of sleeping and activity overall
  - ..\..\..\First Sem_2015-2016\First Sem\PSYC 335\videos on infant social development\CDE Baby Human to Feel 3 Temperament.mp4
Genetic & environmental influences on temperament

• Genetic influences
  – Twin studies reveal that identical twins are more similar than fraternal twins in a wide range of temperamental traits and personality measures
  – About half of the individual differences among us can be traced to differences in our genetic makeup
  – Temperament differences exist between children in the same family

• Environment influences
  – Parenting and child rearing practices influence temperament
  – Cultural practices influence temperament
    • Parents encourage infant sons to be physically active and daughters to seek help and closeness

• Balance between temperament and environment determines outcomes
Topic Three

ATTACHMENT DEVELOPMENT
Attachment development

- Iyafa's strong affectional tie to familiar caregivers
- Attachment does not depend on hunger satisfaction
  - Research with rhesus monkeys reared with terrycloth and wire-mesh surrogate mothers showed that rhesus monkeys attached to terrycloth mother regardless of the high-provided food.
  - Videos on infant socio dev: Harlow's Studies on Dependency in Monkeys.mp4

- These findings show that attachment is not simply based on hunger satisfaction, as earlier theorists had assumed
  - E.g. Freud who emphasized that infants become attached to the person or object that provides oral satisfaction.
Bo||Id’LJs attachment theory

- Respondizes i’fa’ts’ ewotio’al tie to the ḋaregi|er as aŶ e|ol|ed response that promotes survival.
- Both infants and their primary caregivers are biologically predisposed to form attachments.
- I’fa’ts’ relatio’ship || ith a pare’y t ɖe’gi’ys || ith the ɖad’LJs i’Ŷate signals that trigger parenting behaviors.
- The newborn is biologically equipped to elicit attachment behavior
  - Eg. Crying and smiling
  - The immediate result is to keep close to the primary caregiver
  - The long-term effect is to increase survival
Stages of attachment

- **Pre-attachment phase**: birth-6 weeks
  - Signals such as *smiling* and *crying* bring the baby into close contact
  - Infants do not yet respond differently to a familiar caregiver than to a stranger
  - But can recognise the smell, voice and face of the mother and they are not afraid of strangers
  - Strangers, siblings, and parents are equally likely to elicit smiling or crying from the infant
- **Attachment in the making phase**: 6 weeks to 6-8 months
  - Attachment becomes focused on one figure, usually the primary caregiver
  - Infant responds differently to parent but does not object to separations
  - Caregiver’s responses create a sense of trust
Stages of attachment

- **Clear cut attachment**: 6 - 17 months
  - Attachment to caregiver is evident
  - Upset and protest when familiar caregivers leave
  - Separation anxiety appears after 6 months and increases until 15 months
  - Caregivers provide a secure base from which they can explore

- **Formation of reciprocal relationship**: 18 - 24 months and on
  - Children are of others’ feelings, goals, and desires to take these into account in forming their own actions
  - Begin to understand the relationship of parents’ dependency and obligations
  - Children will talk about the parents’ needs and desires, leading to a reduction in separation protest
  - Children begin to negotiate with caregivers, using requests and persuasion
  - Separation anxiety decreases
Stages of attachment

- **Secured attachment**: attachment figure is available, secure to the infant’s needs and responsive to the infant’s did for production.

- **Insecure attachment**: not available or is unresponsive to the infant’s needs and did for production.
The strange situation: Mary AiYs's orth’s ork

- Measures attachment between 1 and 2 years
  - Involves short separations from and reunions with the parent

- Strange situation
  - Stranger anxiety-signals attachment
  - Separation anxiety-signals attachment
  - Download video: [The Strange Situation - Mary Ainsworth.mp4](..\..\..\First Sem 2015-2016\First Sem\PSYC 335\videos on infant socio dev\The Strange Situation - Mary Ainsworth.mp4)

- Attachment styles and categories
  - **Secure Attachment**
    - Infant seeks contact from caregiver
    - cling tightly
    - allows caregiver to comfort and soothe
  - Most children develop secured attachment style
The strange situation: Mary

**AiŶs|| orth’s || ork**

- **Insecure Avoidant Attachment**
  - No preference for mother (avoids or shows equal preference for mother and stranger)
  - Mother leaves and infant is undisturbed
  - Continue playing with stranger

- **Insecure resistant/ambivalent attachment**
  - Exaggerated stranger and separation anxiety
  - Exaggerated need to maintain proximal contact with mother
  - Sowe resistaŶt to ŵother’s atteŵpts to soothe
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The strange situation: Mary

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## The strange situation: Mary Ainsworth

<table>
<thead>
<tr>
<th>Secure</th>
<th>Uses caregiver as a secure base for exploration. Protests caregiver’s departure and seeks proximity and is comforted on return, returning to exploration. May be comforted by stranger but shows clear preference for the caregiver.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecure-Avoidant</td>
<td>Little affective sharing in play. Little or no distress on departure, little or no visible response to return, ignoring or turning away with no effort to maintain contact if picked up. Treats stranger similarly to the caregiver</td>
</tr>
<tr>
<td>Insecure-Resistant</td>
<td>Unable to use the caregiver as a secure base, seeking proximity before separation occurs. Distressed on separation with ambivalence, anger, reluctance to warm to caregiver and return to play if returned. Protests if caregiver’s absent. Seeks contact but resisting angrily when it is achieved. Not easily calmed by stranger.</td>
</tr>
<tr>
<td>Insecure-Disorganized</td>
<td>Disorganized and disoriented. Might appear dazed, confused, and fearful in the Strange Situation.</td>
</tr>
</tbody>
</table>
The strange situation: Mary

Parental responsiveness and infant attachment
- Secure Attachment
  • Timely response
  • Appropriate response
- Insecure disorganized or disoriented Attachments
  • abusive parents or parents who suffered abuse themselves

Insecure attachments and parenting styles
- indifferent parenting—response only when necessary or when the parent is impacted
- indulgent parenting—over stimulating; intrusive;
- unresponsive parenting—neglectful

Mothers of insecurely attached infants
- tense
- irritable
- unresponsive
- little interest
- mechanical handling
- scheduled vs. demand feeding
Infant characteristics and Attachments

- **Easy Infants**—associated with greater frequency of secure attachments
- **Special needs**—associated with insecure attachments
- **Fussy or difficult infants** associated with higher levels of irritability-tend to develop insecure attachments with mothers who have low levels of social support
- Model tends to be **bidirectional** with infant characteristics interacting with caregiver characteristics to yield the attachment status
Family circumstances

• Attachment can be undermined by socioeconomic factors that foster parental stress
  – Job loss
  – Divorce or marital discord
  – Financial difficulties

• Attachment can be fostered by social factors that reduce parental stress
  – Social support
Topic Four

PERSONALITY DEVELOPMENT
Erikson emphasized the importance of child-parent relation’s development during the child’s psychosocial development.

- Believed that outcome depend on the quality of caregiving:
  - Relieving discomfort promptly and sensitively
  - Holding infant gently
  - Waiting patiently until infant has enough milk
  - Weaning infant appropriately

- Although no parent is perfect, when the balance of care is sympathetic and loving, conflict associated with first year is resolved on the positive side.
Psychosocial development

- **Trust vs mistrust (Birth-1 year)**
  - Two tasks:
    - establish sense that the environment is going to meet basic needs in a timely and appropriate manner
    - establish sense that the self is a part of the age and the world out
  - Dilemma is resolved positively if caregiving is sympathetic and loving
    - Sensitive and responsive caregiving is associated with a sense of trust in infants

- Infant who develop trust expect the world to be good and gratifying
- Tend to feel confident about venturing out and exploring
- Those who develop mistrust cannot count on the kindness and compassion of others and tend to withdraw from people
Autonomy vs Shame and Doubt

- Infants want to decide for themselves
- Resolved positively if parents provide suitable guidance and appropriate choices
- Infants who develop autonomy tend to be self-confident about carrying out tasks
- Shame and doubt could develop when parents are over- or under-controlling
- Such infants tend to feel ashamed and doubt their competences
Implications for later life

- Basic trust and autonomy grow out of warm, sensitive parenting and reasonable expectations for impulse control in the second year.

- Inability to establish sufficient trust in caregivers and lack of healthy sense of individuality can result in adjustment problems:
  - difficulty establishing intimate ties,
  - overly dependence on partner,
  - Đôﬁûous doud’t of oû’e’s adiilities to wеet Đhalleûges
Sample Question

- How do the iYfatsu’s characteristics influence the formation of parent-child attachment in infancy?
References