Social and Emotional Development in Infancy and Toddlerhood
Erikson’s Theory

• Erikson characterized Freudian stage as inner conflict that is resolved positively or negatively depending on child’s experiences with caregivers
Trust vs. Mistrust

• Conflict of infancy-trust vs. mistrust
• 1st stage- oral stage- infants obtain pleasure through mouth
• Healthy outcome depends on quality of mother’s behavior during feeding not amount of food or oral stimulation
• Dilemma is resolved positively if caregiving is sympathetic and loving
Autonomy vs. Shame and Doubt

• Conflict of toddlerhood-autonomy vs. shame and doubt
• 2\textsuperscript{nd} stage- anal stage- take pleasure in retaining and releasing urine and feces at will
• Resolved positively if parents provide suitable guidance and appropriate choices
Emotional Development

Facial features are most reliable cues for emotional expression in infancy.

Different facial expressions are associated with similarly cross-culturally.

Basic emotions - happiness, interest, surprise, fear, anger, sadness and disgust.

6 months - faces, voice and posture forms patterns that clearly related to social events.

Maternal depression can disrupt emotional and social development in child.

Table 6.1
Happiness

• Binds parent and baby and fosters the infant’s developing competence
• Social smile- the smile evoked by the stimulus of the human face- first appears between 6 to 10 weeks
• Laughter first appears around 3 to 4 months in response to active stimuli
Anger and Fear

• Anger is expressed during first months through crying in response to unpleasant stimulus

• Fear increases about the sixth month and after: reasoning—survival, keep exploration in check; social signals to motivate caregivers

• Stranger anxiety—expression of fear in response to unfamiliar adults. Dependent on child’s temperament, past experiences with strangers and the situation in which the stranger is met.
Anger and Fear

• Cognitive development influences the role of fear and anger in infants - intentional behavior - 8-12 months

• Culture also influences emotions through child-rearing practices.
Understanding and Responding to the Emotions of Others

• Between 7 – 10 months infants perceive facial expressions as organized patterns, and they can match the emotional tone a voice with the appropriate face of the speaking person

• Social referencing- infant relies on a trusted person’s emotional reaction to decide how to respond in an uncertain situation-after 10 months –method of indirectly learning about the environment for infants and toddlers
Self-Conscious Emotions

- Self-conscious emotions appear at the end of second year.
- Higher-order emotions—shame, pride, embarrassment, guilt, and envy
- Involve injury or enhancement of one’s sense of self
- Self-conscious emotions assist children in acquiring socially valued behaviors and goals
Beginnings of Emotional Self-Regulation

• Emotional self-regulation-strategies used to adjust emotional stages to a comfortable level of intensity
• In early months of life, infants only have a limited capacity to regulate their emotional states
• By end of first year, babies ability to move around permits them to regulate feelings more effectively by approaching or retreating from various stimuli
Temperament and Development

- Temperament - stable individual differences in quality and intensity of emotional reaction
- NY Longitudinal Study (Thomas and Chess) - examined temperament
- Results - Temperament is somewhat predictive of psychological adjustment
- Parenting Practices can modify children’s emotional styles
Structure of Temperament

• Easy child - established regular routines; generally cheerful, and adapts easily

• Difficult child - irregular routines, slow to accept new experiences, reactions are negative and intense

• Slow-to- warm up child - inactive, mild low key reactions to environment; adjusts slowly

• Some children show blend of different temperaments
Measuring Temperament

– Temperament is assessed using
  • Parent interviews and questionnaires
  • Behavior ratings
  • Direct researcher observations

– Physiological measured utilized to hopefully identify biological processes as factors for temperamental styles
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.
• Heredity does play a role in temperament development.
Environmental Influences

- Parenting and Child rearing practices influence temperament
- Cultural practices influence temperament
- Temperament differences exist between in children in the same family
The Goodness-of-fit model

- Goodness of fit model explains how an effective match between child-rearing practices and a child’s temperament can lead to favorable adjustment
- Difficult children are less likely than easy children to receive sensitive care
- Goodness of fit depends in part on cultural values
Underextension and Overextension

- Underextension word applied to fewer objects and events. example – Buppie for child’s personal cup and cup for other cups
- Overextension- word is applied to a wider collection of objects, persons or events example Mommy used for all women
Attachment

- Infants’ 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 clinging to terrycloth “mother” regardless of which “mother” provided food.
Bowlby’s ethological theory of attachment

• Infant’s relationship with a parent begins with the baby’s innate signals that trigger parenting behaviors.

• Preattachment phase—birth-6- infants do not yet respond differently to a familiar caregiver than to a stranger.

• Attachment in the making phase 6 weeks to 6-8 months—infant responds differently to parent but does not object to separations.
• Phase of “clearcut” attachment-upset and protest when familiar caregivers leaves-separation anxiety appears universally around the world (after 6 months and increasing until 15 months of age)

• Formation of reciprocal relationship (18 months to 2 years and on)-begin to understand relationship of parent’s coming and going; children will talk about the parents’ plans and when they will return, leading to a reduction in separation protest
Stranger Situation

Most common used method for measuring the quality of an infant’s attachment-between 1 to 2 years of age

Children are classified into the following categories:
secure avoidant, resistant, disorganized-disoriented definitions page
Rutter’s study

• Babies who were raised in institutions developed emotional and social problems because they were prevented from forming a bond with one or few adults.
Interactional Synchrony

• A sensitive tuned “emotional dance” in which the caregiver responds to infants signals in a well-timed, appropriate fashion. Both partners match emotional states
• When caring for their babies, mothers devote more time to physical care and fathers devote more time to playful interactions.
• Compared to mothers who stay home, mothers who are employed outside the home, spend more time playing with their infants.
• When fathers are the primary caregivers, they tend to be less gender-stereotyped in their beliefs.
Siblings

• Most sibling relationships can best be characterized as showing a rich combination of emotions, both positive and negative.

• One way a mother can help her preschooler develop positive feelings toward a new baby is to discuss the baby’s feeling and intentions with the siblings.
Infant Child Care and Threat to attachment security

• Research on early child care suggest that the following may contribute to a higher rate of insecure attachment among infants of employed mothers
  – More that one child-care arrangement
  – Insensitive caregiving at home and in child care
  – Long hours in child care
• Self-control - the capacity to resist the momentary impulse to engage in a socially disapproved behavior
• Compliance - Toddlers demonstrate the clear ability to understand a caregiver’s wishes and expectations and to obey simple requests
Erikson: Initiative versus Guilt

• Conflict arises from the growing sense of purpose and the desire to plan activities
• Children reconcile the desire to ‘do’ with their desire for approval.
• Virtue of ‘Purpose’ – the courage to envision and pursue goals without fear of punishment
• **Gender identity**: Awareness, developed in early childhood, that one is male or female.
  – Develops in the context of society
  – Behavioral differences - choices of
    • Toys
    • Play activities
    • Playmates
Gender Differences

• Gender differences: Psychological or behavioral differences between males and females.

• Gender similarities hypothesis: Hypothesis that boys and girls on the average remain more alike than different.
Gender Differences

• Measurable differences are few.
• 78% of differences are small and often change with age.
• Boys—superior motor performance and more active physical activity
• Girls—better attention and inhibition of inappropriate behavior
• Cognitive differences are few.
Perspectives on Gender Development

- **Gender roles**: Behaviors, interests, attitudes, skills, and traits that a culture considers appropriate for males or for females.
- **Gender-typing**: Socialization process whereby children, at an early age, learn appropriate gender roles.
- **Gender stereotypes**: Preconceived generalizations about male or female role behavior.
Perspectives on Gender Development

- **Biological approach**: Perspective on gender development that looks at the biological bases of gender.

- **Evolutionary developmental approach**: Perspective on gender development that sees gendered behavior as biologically-based with a purpose.

- **Psychoanalytic approach**: Perspective on gender development that looks at gender from a Freudian viewpoint.

- **Cognitive approach**: Perspective on gender development that focuses on thought processes and active construction of gender concepts.

- **Socialization-based approach**: Perspective on gender development that emphasizes the influence of socialization and observational learning on forming gender concepts.
Perspectives on Gender Development

Biological Approaches

• *Congenital adrenal hyperplasia (CAH)*: A female disorder in which females have high prenatal levels of androgens resulting in ambiguous genitalia and other masculine characteristics.

• *Androgens*: Male sex hormones.

• *Estrogens*: Female sex hormones.

• Boys born without a penis, raised as girls, still identified themselves as boys.
Many cultures have similar gender roles
Genetic, hormonal, and neurological evidence
Gender reassignment often fails – indicating identity may be rooted in chromosomal structure

Biological Approach to Gender
Evolutionary Developmental Approach

- **Theory of sexual selection:** Darwin's theory that the selection of sexual partners is a response to the differing reproductive pressures that early men and women confronted in the struggle for survival of the species.

Psychoanalytic Approaches

- **Identification:** In Freudian theory, the process by which a young child adopts characteristics, beliefs, attitudes, values, and behaviors of the parent of the same sex.

Social Learning Approach

- **Social cognitive theory:** Albert Bandura’s expansion of social learning theory; holds that children learn gender roles through socialization.
Evolutionary Developmental Approach

• Biologically based, with a purpose—theory of sexual selection
• Men seek many partners, whereas women invest more heavily in childcare and reproductive support.
• Theory suggests that gender roles are universal and resistant to change.
Psychoanalytic Approach to Gender Roles

• Freud suggested a process of ‘identification’
  – Children adopt characteristics and attitudes of the same-sex parent
  – Occurs when a boy gives up desire to possess his mother; a girl her father
Social Learning Approach

• Observation enables children to learn about gender-typed behaviors.
• Children select or create their own environments through choice of playmates and activities.
Cognitive Approaches

- **Kohlberg's Cognitive-Developmental Theory**
  - **Gender constancy**: Awareness that one will always be male or female. Also called sex-category constancy. This appears to develop in three stages:
  - **Gender identity**: Awareness of one's own gender and that of others.
  - **Gender stability**: Realization that gender remains the same with age.
  - **Gender consistency**: Realization that gender remains constant even if outward appearances, like hairstyle or apparel, are altered.

- **Gender-Schema Theory**
  - **Gender-schema theory**: Theory, proposed by Bem, that children socialize themselves in their gender roles by developing a mentally organized network of information about what it means to be male or female in a particular culture.
  - **Schema**: A mentally organized network of information that influences a particular category of behavior.
Gender Schema Theory

I am a girl

Approach object

Who for?

Boys

Is it relevant to me?

Not for me

Avoid/Forget

For me

Assign to category and remember/Approach

Girls

Toy car

Doll

Orange

Artichoke
• Rough and tumble play: Wrestling, kicking, and sometimes chasing.

• Cognitive complexity: Types of play change as children's cognitive abilities become more complex.

• Social dimension: Whether children play alone or with others.
Cognitive Levels of Play

- **Functional**
  - Repetitive muscle movements
- **Constructive**
  - Using objects to build something
- **Dramatic**
  - Fantasy play, dramatic play, or imaginative play
- **Formal games with rules**
  - Organized games with known procedures and penalties, such as hopscotch and marbles.
Imaginary Companions

• Girls more likely to have them; boys more likely to impersonate imaginary characters
• Children with imaginary companions:
  – More imaginative
  – More cooperative with others
  – More fluent with language
  – Watch less TV
  – Show more curiosity and excitement during play
How Gender Influences Play

• Boys lean toward active play
• Girls choose more structured activities
Forms of Discipline

- **Discipline**: Methods of molding children’s character and of teaching them to exercise self-control and engage in acceptable behavior.

**Reinforcement and Punishment**

- **External reinforcements**: Rewards for behavior that come from outside the child, such as candy or praise.
  - Tangible – candy, money, stickers
  - Intangible – praise, hug, extra attention

- **Internal reward**: A sense of pleasure or accomplishment.

- **Corporal punishment**: Use of physical force with the intention of causing pain, but not injury, to correct or control behavior.

- **Psychological aggression**: Aggression aimed at damaging or interfering with another person's relationships, reputation, or psychological well-being; also called indirect, covert, or relational aggression.
Forms of Discipline

Power Assertion, Induction, and Withdrawal of Love

• **Inductive techniques**: Disciplinary techniques designed to induce desirable behavior by appealing to a child’s sense of reason and fairness.

• **Power assertion**: Disciplinary strategy designed to discourage undesirable behavior through physical or verbal enforcement of parental control.

• **Withdrawal of love**: Disciplinary strategy that may involve ignoring, isolating, or showing dislike for a child.
Proper Punishment

Punishment should be:
1. Immediate
2. Proportionate
3. Consistent
4. Always secondary to Reward
Why Misbehave?

Reasons a child might misbehave

1. Attention
2. Affiliation
3. Control
4. Ignorance
5. Revenge
Diana Baumrind and the Effectiveness of Authoritative Parenting

- **Authoritarian**: In Baumrind’s terminology, parenting style emphasizing control and obedience.
- **Permissive**: In Baumrind’s terminology, parenting style emphasizing self-expression and self-regulation.
- **Authoritative**: In Baumrind’s terminology, parenting style blending respect for a child’s individuality with an effort to instill social values.
- **Neglectful, or uninvolved**: Parenting style in which parents focus on their own needs rather than those of the child, sometimes because of stress or depression.

Support and Criticism of Baumrind's Model

- Authoritative style has research support
- Controversy over one “right” way to raise children
- Cultural differences (e.g., Asian styles)
Special Behavioral Concerns

**Prosocial Behavior**

- **Altruism**: Behavior intended to help others out of inner concern and without expectation of external reward; may involve self-denial or self-sacrifice.
- **Prosocial behavior**: Any voluntary behavior intended to help others.

**Aggression**

- **Instrumental aggression**: Aggressive behavior used as a means of achieving a goal.

**Gender Differences in Aggression**

- **Overt aggression**: Aggression that is openly directed at its target (Boys).
- **Relational or social aggression**: Aggression aimed at damaging or interfering with another person’s relationships, reputation, or psychological well-being; also called covert, indirect, or psychological aggression (Girls).

**Influences on Aggression**

**Culture and Aggression**

**Fearfulness**
Relationships with Other Children
Sibling Relationships

• Sibling Rivalry
  Earliest disputes are over property rights
• Also affection, interest and companionship
• Older siblings tend to initiate more interactions
• Younger siblings tend to imitate older ones
• Siblings cooperate more when mother is not present
  Squabbling can be a bid for attention
The Only Child

- Research does not support stereotypes of only children being:
  - Selfish
  - Lonely
  - Spoiled
  - Maladjusted

- ‘Onlies’ tend to be more mature and motivated to achieve
Playmates and Friends

• About age 3, children begin to have friends
• Friends tend to be same age and sex
• Traits children (4-7 yrs) look for in a friend:
  – Doing things together
  – Liking and caring for each other
  – Sharing and helping each other
Benefits of Friendships

• Children begin to learn:
  – How to get along with others
  – How to solve relationship problems
  – Empathy

• Children with friends:
  – Enjoy school more
  – Are a source of help and self-validation