Psychosocial Development During the First Three Years

Chapter 8
Guideposts for Study

1. When and How Do Emotions Develop, and How Do Babies Show Them?
2. How Do Infants Show Temperamental Differences, and How Enduring Are Those Differences?
Guideposts for Study

3. How Do Infants Gain Trust in Their World and Form Attachments, and How Do Infants and Caregivers “Read” Each Other’s Nonverbal Signals?

4. When and How Does the Sense of Self Arise, and How Do Toddlers Exercise Autonomy and Develop Standards For Socially Acceptable Behavior?
Guideposts for Study

5. When and How Do Gender Differences Appear?

6. How Do Infants and Toddlers Interact With Siblings and Other Children?

7. How Do Parental Employment and Early Child Care Affect Infants’ and Toddlers’ Development?
Foundations of Psychosocial Development

- **Emotions**
  - Subjective reactions to experiences that are associated with physiological and behavioral changes
  - Serves several protective functions such as stranger anxiety
  - Emotional development is closely tied to nonorganic failure to thrive
Foundations of Psychosocial Development

- Emotions
  - First signs of emotion
    - Crying
      - Most powerful way infants can communicate their needs
        - Hunger, Anger, Pain, and Frustration cries
    - Smiling and laughing
      - Social Smiling
Foundations of Psychosocial Development

- Emotions

  - When do emotions appear?
    - Identifying infants’ emotions is a challenge
    - Facial expressions are not the only, or necessarily the best, index of infants’ emotions
      - Motor activity, body language, and physiological changes
Foundations of Psychosocial Development

- Emotions
  - Basic emotions
    - Contentment, interest, and distress at birth
    - 6 months of age brings more complex emotions
Contentment  
→ Joy
Interest  
→ Surprise
Distress  
→ Sadness, disgust
→ Anger, fear

Consciousness, as in self-referential behavior

Embarrassment*  
Envy  
Empathy

Acquisition and retention of standards and rules

Embarrassment*  
Pride  
Shame  
Guilt

First 6 months

From 18 to 24 months

From 2½ to 3 years
Foundations of Psychosocial Development

- Emotions
  - Emotions involving the self
    - Self-conscious emotions develop after self-awareness
    - Self-evaluative emotions
  - Empathy
    - Social cognition
    - Egocentrism
    - Mirror Nuerons
  - Altruism
  - Shared intentionality
Foundations of Psychosocial Development

- Emotions
  - Brain growth and emotional development
    - Brain development after birth is closely connected with changes in emotional life
    - Four major shifts in brain organization, roughly corresponding to changes in emotional processing
Foundations of Psychosocial Development

- **Temperament**
  - Biologically based way of approaching and reacting to people and situations
  - Relatively consistent and enduring with an emotional basis
  - 3 main types: “easy,” “difficult,” and “slow-to-warm-up” children
<table>
<thead>
<tr>
<th>Easy Child</th>
<th>Difficult Child</th>
<th>Slow-to-Warm-Up Child</th>
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<tbody>
<tr>
<td>Has moods of mild to moderate intensity, usually positive.</td>
<td>Displays intense and frequently negative moods; cries often and loudly; also laughs loudly.</td>
<td>Has mildly intense reactions, both positive and negative.</td>
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<tr>
<td>Responds well to novelty and change. Quickly develops regular sleep and feeding schedules.</td>
<td>Responds poorly to novelty and change. Sleeps and eats irregularly.</td>
<td>Responds slowly to novelty and change. Sleeps and eats more regularly than the difficult child, less regularly than the easy child.</td>
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<tr>
<td>Takes to new foods easily.</td>
<td>Accepts new foods slowly.</td>
<td>Shows mildly negative initial response to new stimuli (a first encounter with a new person, place, or situation).</td>
</tr>
<tr>
<td>Smiles at strangers.</td>
<td>Is suspicious of strangers.</td>
<td></td>
</tr>
<tr>
<td>Adapts easily to new situations.</td>
<td>Adapts slowly to new situations.</td>
<td></td>
</tr>
<tr>
<td>Accepts most frustrations with little fuss.</td>
<td>Reacts to frustration with tantrums.</td>
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<tr>
<td>Adapts quickly to new routines and rules of new games.</td>
<td>Adjusts slowly to new routines.</td>
<td>Gradually develops liking for new stimuli after repeated, unpressured exposures.</td>
</tr>
</tbody>
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Foundations of Psychosocial Development

- How Is Temperament Measured?
  - Self-report and behavioral scales
  - Parental ratings are most commonly used measure today

- How Stable Is Temperament?
  - Temperament at age 3 closely predicts personality at ages 18 and 21
Foundations of Psychosocial Development

- Temperament and Adjustment: “Goodness of Fit”
  - Match between a child’s temperament and the environmental demands and constraints

- Shyness and Boldness: Influences of Biology and Culture
  - Inhibition to the unfamiliar
Developmental Issues In Infancy

- **Developing Trust**
  - **Erik Erikson’s psychosocial development**
    - **Basic trust versus mistrust**
      - **Birth to about 18 months**
      - **Virtue of “hope”**
      - **Critical element is sensitive, responsive, consistent caregiving**
Developmental Issues In Infancy

- Developing Attachments
  - Ainsworth’s Strange Situation research
  - Secure attachment: baby cries/protests when mother leaves and happily greets her return
  - Avoidant attachment: baby rarely cries when mother leaves and avoids her on return
  - Critiques of this study – what is your opinion?
Developmental Issues In Infancy

- **Developing Attachments**
  - **Ambivalent (resistant) attachment**: baby becomes anxious before mother leaves, gets upset when she leaves, and ambivalently seeks and resists contact on her return.
  - **Disorganized-disoriented attachment**: pattern of subtle and difficult to observe behaviors that are contradictory, repetitive, and misdirected.
Developmental Issues In Infancy

- Developing Attachments
  - How attachment is established
    - Sensitive and responsive mothers
    - Mutual interaction
    - Stimulation
    - Positive attitude
    - Warmth and acceptance
    - Emotional support
Developmental Issues In Infancy

- Developing Attachments
  - Alternative methods to study attachment
    - Waters and Deane (1985) Attachment Q-set (AQS)
Developmental Issues In Infancy

- How Attachment is Established
  - The role of temperament
  - Stranger anxiety
  - Separation anxiety
Developmental Issues In Infancy

- Developing Attachments
  - Long-term effects of attachment
    - Affects emotional, social, and cognitive competence
    - Securely attached toddlers had more varied vocabularies, are more curious, competent, empathic, resilient, and self-confident
Developmental Issues In Infancy

- Developing Attachments
  - Intergenerational transmission of attachment patterns
  - Adult Attachment Interview (AAI)
    - Asks adults to recall and interpret feelings and experiences related to their childhood attachments
Developmental Issues In Infancy

- Emotional Communication With Caregivers: Mutual Regulation
  - Mutual regulation
  - “Still-Face” paradigm
  - Effects of mother’s depression
Developmental Issues In Infancy

- Social Referencing
  - Sense of self
  - Socialization
  - Internalization
Developmental Issues In Toddlerhood

- **The Emerging Sense of Self**
  - **Self-concept**
    - Image of ourselves
  - **Self-coherence**
    - Sense of being a physical whole with boundaries separate from the world
  - **Self-awareness**
    - Conscious knowledge of the self as a distinct, identifiable being
Developmental Issues In Toddlerhood

- Developing Autonomy
  - Erik Erikson’s psychosocial development
    - Autonomy versus shame and doubt
    - Negativism
    - “Terrible twos”
The following research-based guidelines can help parents of toddlers discourage negativism and encourage socially acceptable behavior.

- **Be flexible.** Learn the child’s natural rhythms and special likes and dislikes.
- **Think of yourself as a safe harbor,** with safe limits, from which a child can set out and discover the world and to which the child can keep coming back for support.
- **Make your home child-safe.** Make unbreakable objects that are safe to explore available.
- **Avoid physical punishment.** It is often ineffective and may even lead a toddler to do more damage.
- **Offer a choice**—even a limited one—to give the child some control. (“Would you like to have your bath now or after we read a book?”)
- **Be consistent in enforcing necessary requests.**
- **Don’t interrupt an activity unless absolutely necessary.** Try to wait until the child’s attention has shifted.
- **If you must interrupt,** give warning. (“We have to leave the playground soon.”)
- **Suggest alternative activities** when behavior becomes objectionable. (When Ashley is throwing sand in Keiko’s face, say, “Oh, look! Nobody’s on the swings now. Let’s go over and I’ll give you a good push!”)
- **Suggest; don’t command.** Accompany requests with smiles or hugs, not criticism, threats, or physical restraint.
- **Link requests with pleasurable activities.** (“It’s time to stop playing so that you can go to the store with me.”)
- **Remind the child of what you expect** (“When we go to this playground, we never go outside the gate.”)
- **Wait a few moments before repeating a request** when a child doesn’t comply immediately.
- **Use time-outs to end conflicts.** In a nonpunitive way, remove either yourself or the child from a situation.
- **Expect less self-control during times of stress** (illness, divorce, the birth of a sibling, or a move to a new home).
- **Expect it to be harder for toddlers to comply with “dos” than with “don’ts.”** “Clean up your room” takes more effort than “Don’t write on the furniture.”
- **Keep the atmosphere as positive as possible.** Make your child want to cooperate.

Developmental Issues in Toddlerhood

- **Moral Development:** *Socialization and Internalization*

  - **Socialization**
    - Process by which children develop skills, values, and motives that make them productive members of society
    - **Socialization rests on internalization of those standards**
Developmental Issues in Toddlerhood

- Developing Self-Regulation
  - Foundation of socialization
  - Children need to regulate their attentional processes and modulate negative emotions
Developmental Issues in Toddlerhood

- **Origins of Conscience**
  - Conscience
    - Inhibitory control
  - Committed compliance
    - Willingness to complete tasks without reminders
  - Situational compliance
    - Needing prompting; depends on parental control
Developmental Issues In Toddlerhood

- Factors in the Success of Socialization
  - Moral emotions
  - Moral conduct
  - Moral cognition
  - Receptive cooperation
How Different are Baby Boys and Girls?

- Gender Differences in Infants and Toddlers
  - Boys are longer and heavier
  - Girls are less reactive to stress and more likely to survive infancy
  - Gender-differentiated tasks and vocabulary
How Different are Baby Boys and Girls?

- How Parents Shape Gender Differences
  - U.S. parents influence boys’ and girls’ personalities very early
  - Fathers promote gender-typing
  - Play type is gender specific
Contact With Other Children

- **Siblings**
  - Birth of younger sibling affects siblings
  - Rivalry is often present, as is affection
  - Sibling conflict tends to become more constructive as children age
Contact with Other Children

- **Sociability with Nonsiblings**
  - Some children are more sociable than others due to temperamental traits
  - Sociability is influenced by experience
Children of Working Parents

- **Effects of Parental Employment**
  - More than half of mothers of infants in their first year of life were in the labor force in 2007.
  - One longitudinal study showed negative effects on cognitive development at 15 months to 3 years when mothers went to work 30 or more hours a week by a child’s ninth month.
Children of Working Parents

- **Impact of Early Child Care**
  - Child care is impacted by many factors
  - Quality of care is most important factor, affecting cognitive and psychosocial development
  - Sensitivity and responsiveness influence toddler’s socialization; maternal sensitivity the best predictor of child attachment
- Is the facility licensed? Does it meet minimum state standards for health, fire, and safety? (Many centers and home care facilities are not licensed or regulated.)
- Is the facility clean and safe? Does it have adequate indoor and outdoor space?
- Does the facility have small groups, a high adult-to-child ratio, and a stable, competent, highly involved staff?
- Are caregivers trained in child development?
- Are caregivers warm, affectionate, accepting, responsive, and sensitive? Are they authoritative but not too restrictive and neither too controlling nor merely custodial?
- Does the program promote good health habits?
- Does it provide a balance between structured activities and free play? Are activities age appropriate?
- Do the children have access to educational toys and materials that stimulate mastery of cognitive and communicative skills at a child’s own pace?
- Does the program nurture self-confidence, curiosity, creativity, and self-discipline?
- Does it encourage children to ask questions, solve problems, express feelings and opinions, and make decisions?
- Does it foster self-esteem, respect for others, and social skills?
- Does it help parents improve their child-rearing skills?
- Does it promote cooperation with public and private schools and the community?

Children of Working Parents

- The NICHD Study: Isolating Child Care Effects
  - Time spent in substitute care is positively related to problem behavior risks
  - Female minority employment patterns differ from those of white women
  - Studies of minority childcare experiences have mixed results; conventional evaluation methods may not apply