Chapter 8 Outline

I. Foundations of Psychosocial Development
   A. Emotions
      • Emotions: Subjective reactions to experience that are associated with physiological
        and behavioral changes.
      1. First Signs of Emotion
         a. Crying
            • Hunger cry: A rhythmic cry, not always associated with hunger.
            • Angry cry: Variation of the rhythmic cry, in which excess air is forced through the
              vocal cords.
            • Pain cry: Sudden onset loud crying without preliminary moaning, sometimes
              followed by holding breath.
            • Frustration cry: Two or three drawn out cries, with no prolonged breath holding.
         b. Smiling and laughing
            • Waking smiles: Elicited by mild sensations and begins in the second week.
      2. When Do Various Emotions Develop?
         a. Basic emotions
         b. Emotions involving the self
            • Self-conscious emotions: Embarrassment, empathy, and envy; arise after children
              have developed self-awareness.
            • Self-awareness: Cognitive understanding that they have a recognizable identity,
              separate and different from the rest of their world.
            • Self-evaluative emotions: Pride, shame, guilt.
         c. Empathy - ability to feel what others might be feeling
            • Empathy: The ability to put oneself in another place and feel what that person
              feels, or would be expected to feel in a particular situation.
            • Social Cognition: The ability to understand that others have mental states,
              feelings, intentions and their own point of view.
            • Egocentrism: Inability to see another person’s point of view.
            • Mirror Neurons: May underlie empathy and altruism – fire when a person does
              something and also when they observe another person doing the same thing.
      3. Brain Growth and Emotional Development
         • Limbic system: The seat of emotional reactions.
         • Sympathetic system: Part of the autonomic system that prepares the body for
           action.
         • Parasympathetic system: Part of the autonomic system that is involved in
           excretion and sexual excitation.
   B. Temperament
      • Temperament: Characteristic disposition, biologically-based way or style of
        approaching and reacting to people and situations.
      1. Studying Temperamental Patterns: The New York Longitudinal Study
• **Easy children**: Children with a generally happy temperament, regular biological rhythms, and a readiness to accept new experiences.

• **Difficult children**: Children with irritable temperament, irregular biological rhythms and intense emotional responses.

• **Slow-to-warm-up children**: Children whose temperament is generally mild but who are hesitant about accepting new experiences.

2. **How is Temperament Measured?**

3. **How stable is Temperament?**

4. **Temperament and Adjustment: “Goodness of Fit”**
   - **Goodness of fit**: Appropriateness of environmental demands and constraints to a child’s temperament, a match between a child’s temperament and the environmental demands.

5. **Shyness and Boldness: Influences of Biology and Culture**
   - **Inhibition to the unfamiliar**: Shyness.

II. **Developmental Issues in Infancy**

A. **Developing Trust**
   - **Basic trust vs. basic mistrust**: Erikson’s first crisis in psychosocial development, in which infants develop a sense of the reliability of people and objects in their world.
     - **Hope**: The belief that they can fulfill their needs and obtain their desires.

B. **Developing Attachments**
   - **Attachment**: Reciprocal, enduring tie between infant and caregiver, each of whom contribute to the quality of the relationship.

1. **Studying Patterns of Attachment**
   - **Strange Situation**: Laboratory technique devised by Mary Ainsworth; used to study the four patterns of attachment.
     - **Secure attachment**: Pattern is which an infant cries or protests when the primary caregiver leave and actively seeks out the caregiver upon his or her return.
     - **Avoidant attachment**: Pattern in which an infant rarely cries when separated from the primary caregiver and avoids contact upon his or her return.
     - **Ambivalent (resistant) attachment**: Pattern in which an infant becomes anxious before the primary caregiver leaves, is extremely upset during his or her absence, and both seeks and resists contact upon his or her return.
     - **Disorganized-disoriented attachment**: Pattern in which an infant, after being separated from the primary caregiver, shows contradictory behavior upon his or her return.

2. **How Attachment is Established**

3. **Alternative Methods to Study Attachment**

4. **Stranger Anxiety and Separation Anxiety**
   - **Stranger anxiety**: Wariness of strange people and places, shown by some infants during the second half of the first year.
   - **Separation anxiety**: Distress shown by an infant when a familiar caregiver leaves.
5. Long-Term Effects of Attachment
6. Intergenerational Transmission of Attachment Patterns
   - Adult Attachment Interview (AAI): Semi-structured interview that asks adults to recall and interpret feelings and experiences related to their childhood attachment; predicts how their children will be attached to them.

C. Emotional Communication with Caregivers: Mutual Regulation
   - Mutual regulation: Process by which infant and caregiver communicate emotional states to each other and respond appropriately.

1. Measuring Mutual Regulation
   - “Still-face” paradigm: Research method used to measure mutual regulation in infants 2 to 9 months old.

D. Social Referencing
   - Affective sharing: Letting a caregiver know how they feel about a situation and reacting to the emotions they discern in caregiver.
   - Social referencing: Understanding an ambiguous situation by reading another person’s nonverbal signals to get information on how to act.
   - Theory of mind: Understanding of another person’s mental state.

III. Developmental Issues in Toddlerhood
A. The Emerging Sense of Self
   - Self-concept: Our image of ourselves, our total picture of our abilities and traits.
   - Agency: The realization one can control external events.
   - Self-coherence: The sense of being a physical whole within boundaries.
   - Self-awareness: Conscious knowledge of the self.
   - Perceptual Discrimination: Discrimination between oneself and others.
   - Conceptual Awareness: Develops between 15 to 18 months.

B. Developing Autonomy
   - Autonomy versus shame and doubt: Erikson’s second crisis in psychosocial development, in which children achieve a balance between self-determination and control by others, a shift from external control to self control.
     - Will: The virtue that emerges during this period.
     - Negativism: The tendency to resist authority, try out new ideas and make own decisions.

C. Moral Development: Socialization and Internalization
   - Socialization: Development of habits, skills, values, and motives shared by responsible, productive members of society.
• **Internalization**: Process by which children accept societal standards of conduct as their own; fundamental to socialization.

1. **Developing Self-Regulation**
   • **Self-regulation**: Child’s control of own behavior to conform to caregivers’ demands and expectations.

2. **Origins of Conscience: Committed Compliance**
   • **Conscience**: Internal standards of behavior, which usually includes an emotional discomfort about doing something wrong and the ability to control one’s behavior.
   • **Inhibitory control**: Conscious, or effortful, holding back of impulses.
   • **Committed compliance**: Wholehearted obedience of a parent’s orders without reminders or lapses.
   • **Situational compliance**: Obedience of a parent’s orders only in the presence of prompting or other signs of ongoing parental control.

3. **Psychosocial Factors in the Success of Socialization**
   • **Reciprocity**: System of mutually binding, mutually responsive relationships into which a child is socialized.

4. **Factors in the Success of Socialization**
   • **Moral Emotions**: Quiet and empathy.
   • **Moral Conduct**: In the face of strong temptation to break rules or violate standards of behavior, the child obeys.
   • **Moral Cognition**: Age-appropriate moral dilemma.
   • **Receptive cooperation**: Eager to cooperate harmoniously with a parent.

IV. **How Different are Baby Boys and Girls?**
   **A. Gender Differences in Infants and Toddlers**

   **B. How Parents Shape Gender Differences**
   • **Gender-typing**: The process by which children learn behavior that their culture considers appropriate for each sex.

V. **Contact with Other Children**
   **A. Siblings**
   1. *The Arrival of a New Baby*
   2. *How Siblings Interact*

   **B. Sociability with Nonsiblings**

VI. **Children of Working Parents**
   **A. Effects of Maternal Employment**

   **B. Early Child Care**
   1. *NICHD Study: Isolating Child Care Effects*
   2. *Impact on Disadvantaged Children*
   3. *Child Care for Ethnic Minorities*