Chapter 8 Study Guide

I. Foundations of Psychosocial Development

A. Emotions

- **Emotions**: Subjective ___________ to experience that are associated with physiological and ___________ 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**: Cognitive understanding that they have a ___________ identity, _______________ 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 _______ and ________ what that person feels, or would be expected to feel in a particular situation.

   - **Social Cognition**: The ability to ___________ that others have mental states, feelings, ______________ and their own point of view.

   - **Egocentrism**: Inability to see another person’s ________________.

   - **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

   - ________________: Children with a generally happy temperament, regular biological rhythms, and a readiness to accept new experiences.
• ________________ : Children with irritable temperament, irregular biological rhythms and intense emotional responses.
• ________________ : 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 ________________, a match between a child’s temperament and the _________________.

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: ___________ first crisis in psychosocial development, in which infants develop a sense of the reliability of people and objects in their world.
     o Hope: The belief that they can ___________ their needs and obtain their ___________.

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 ________________ ; used to study the four patterns of attachment.
     o Secure attachment: Pattern is which an infant _______ or protests when the primary caregiver leave and ________________ out the caregiver upon his or her return.
     o Avoidant attachment: Pattern in which an infant ________________ when separated from the primary caregiver and ________ contact upon his or her return.
     o Ambivalent (resistant) attachment: Pattern in which an infant becomes _______________ before the primary caregiver leaves, is extremely ___________ during his or her absence, and both seeks and resists contact upon his or her return.
     o Disorganized-disoriented attachment: Pattern in which an infant, after being separated from the primary caregiver, shows ________________ 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 ________________ and places, shown by some infants during the second half of the first year.
Separation anxiety: ____________ 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 __________________ 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 _____________ 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 _____________ and _____________ to the emotions they discern in caregiver.
   • Social referencing: Understanding an ambiguous situation by reading another person’s _________________ to get information on how to act.
     • Theory of mind: Understanding of _____________ 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 __________of being a physical whole within boundaries.
      • Self-awareness: Conscious __________ of the self.
      • Perceptual Discrimination: Discrimination between __________and others.
      • Conceptual Awareness: Develops between 15 to 18 months.

   B. Developing Autonomy
      • Autonomy versus shame and doubt: Erikson’s second crisis in _________________ development, in which children achieve a balance between self-determination and control by others, a shift from external control to self control.
        o Will: The virtue that emerges during this period.
        o 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 __________ 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 ________________ 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, ___________________________________ 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