Chapter 7
Infancy:
Social and Emotional Development
What is meant by attachment?

- Enduring emotional tie between one person and another specific individual
  - characterized by seeking proximity and showing distress on separation

- John Bowlby
  - Attachment essential for survival
  - Babies born with behaviours that elicit caregiving (crying, smiling, clinging, separation anxiety)

- Attachment is assessed by Strange Situation- Mary Ainsworth
An attachment bond...

Piglet sidled up to Pooh from behind.
"Pooh!" he whispered.
"Yes, Piglet?"
"Nothing," said Piglet, taking Pooh's paw. "I just wanted to be sure of you."

From "The House at Pooh Corner."
Patterns of Attachment?

• Secure attachment
  - Mildly protest mother’s departure, seek interaction upon her return and are easily comforted by her

• Avoidant attachment
  - Least distressed by mothers’ departure, ignore mother upon her return

• Ambivalent/resistant attachment
  - Show severe distress when mother leaves and ambivalence upon her return, clinging and pushing away their mother

• Disorganized/disoriented attachment
  - Dazed, confused or disoriented
Is it better for an infant to be securely attached to its caregiver?

• Securely attached infants and toddlers tend to
  - Happier, more sociable, more cooperative
  - Use mother as secure base for exploration
  - Have longer attention spans, are less impulsive and better problem solvers
  - At 5 and 6, are better liked, more competent, less aggressive and have fewer behavioural problems
What are the roles of the parents in the formation of bonds of attachment?

• High-quality care contributes to security
• Siblings develop similar attachment relationships with their mother
• Infant’s temperament and caregivers’ behaviour both contribute to attachment
• What determines an infant’s attachment to their father?
  - Quality of the time the father spends with the baby
  - Amount of affectionate interaction between father and infant
• Wide variety of parent-child interactions beyond the typical western styles of interactions
CIRCLE OF SECURITY
PARENT ATTENDING TO THE CHILD'S NEEDS

I need you to...
- Watch over me
- Delight in me
- Help me
- Enjoy with me

Support My Exploration

I need you to...

Welcome My Coming To You

Always: be BIGGER, STRONGER, WISER, and KIND.
Whenever possible: follow my child's need.
Whenever necessary: take charge.

- Protect me
- Comfort me
- Delight in me
- Organize my feelings

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Stability of Attachment...

- When caregiving remains constant – attachment persists
- When caregiving changes – attachment can change
- Early attachment patterns tend to endure even into adulthood
COS in the classroom?

• Relationship foundation
  e.g. The Incredible Years Parenting Program

• Building relationship friendly classrooms- the work of COS team
Teaching Pyramid
Social deprivation: Harlows’ studies on the effects of social deprivation with monkeys

• Monkeys reared in isolation
  - Later avoided contact with other monkeys
  - Did not attempt to fend off attacks by other monkeys
  - Females who later bore children ignored or abused them

• Attempts to overcome effects of deprivation
  - Deprived monkeys are placed with younger monkeys
  - Eventually expand contacts with other monkeys
    • Children 4-5 years who are socially withdrawn make gains in social and emotional development when placed with younger playmates
What do we know about the effects of social deprivation in humans?

• Institutionalized children with little social stimulation encounter developmental problems
  – May become withdrawn and depressed

• Infants (up to 3 months) may require sensory stimulation and social interference more than a specific relationship with a primary caregiver

• Infants have much capacity to recover from deprivation
  – If receive individualized attention and environmental stimulation
Severe social deprivation in humans may result in...

- Reactive Attachment Disorder (RAD)
  
  - “Markedly disturbed and developmentally inappropriate social relatedness in most contexts, beginning before the age of 5 years” (American Psychiatric Association, 1994, p. 116).
  
  - Two clinical types:
    - Emotionally withdrawn/inhibited
    - Indiscriminate/disinhibited
Child abuse and neglect

• 51% of boys and 41% of girls are victims of child maltreatment
• Mothers are more likely than fathers to be the aggressor
• Five types of child maltreatment:
  - Physical abuse (23%)
  - Sexual abuse (3%)
  - Neglect (34%)
  - Emotional harm (14%)
  - Exposure to family violence (26%)
• Only a proportion of maltreatment incidences are actually reported (33% of males and 27% of females)
What are the effects of child abuse and neglect?

• No specific identifiable syndrome but increased risk for many difficulties

• Abused children show high incidence of personal, social problems, and psychological disorders
  – Less securely attached to parents
  – Less intimate with peers
  – More aggressive, angry and noncompliant with other children
  – Poorer school performance
Causes of child abuse

- Situational stress
- History of child abuse
- Lack of coping and problem solving skills
- Deficiency in child-rearing skills
- Substance abuse

Why does child abuse run in families?

- Parents are role models, even abusive ones
- Exposure to violence may lead to violence as a norm
- Rationalization of hurting children
Dealing with child abuse

• Reporting child abuse
  - Many provinces require suspicions to be reported

• Preventing child abuse
  - Strengthening parenting skills
  - Home visits to high risk groups
  - Providing information, ie. child abuse hotline
Social-Emotional Development
What are emotions?

• A state of feeling that has physiological, situational, and cognitive components
  - Physiological – body reaction
  - Situational – environmental presence
  - Cognitive – ideas and thoughts
How do emotions develop?

• Bridges’ and Stroufe’s Theory of Emotion
  - Born with one emotion - diffused excitement
  - Other emotions differentiate over time
  - Cognitive development is necessary for differentiation of emotions

• Izard’s Theory of Emotion
  - Born with several emotional states
  - Appearance of those emotions is linked to cognitive development and social experiences
Is fear of strangers normal?

- Fear of strangers – stranger anxiety is normal
  - Appears at about 6 to 9 months
- Development of stranger anxiety
  - 4 – 5 months - smile more at mother than strangers
  - Older infants - show distress
  - Fear peaks at 9 to 12 months and decline in 2nd year, or
  - Second peak at 18 to 24 months and decline in 3rd year
- Show less distress when mothers are present
- Closer to stranger, more distressed
Emotion regulation and Social referencing

**Emotion regulation** - refers to ways young children control their own emotions

- Caregivers help infants learn to regulate emotions
  - Interplay between caregiver and infant
  - Secure mothers = children more able to positively regulate emotions

**Social referencing** - seeking another’s perception of a situation to help form our own view

- Development of social referencing
  - Appears as early as 6 months
  - Use caregiver’s facial expression and tone of voice
What is self-concept?

• The sense of self
  - Emerges gradually during infancy

• Development of self-concept
  - Mirror technique – 18 months - infants demonstrate self concept
  - 30 months – can point to their own picture

• Presence of self-awareness allows
  - Sharing and cooperation
  - “Self-conscious” emotions
Psychoanalytic views of self-concept

• Separation-individuation
  - Necessary for self-concept (5 months through 3 years)
  - Erikson – task is to develop autonomy
  - Freud - task is to develop independence and control but focuses on child’s bodily functions

• Demonstration of autonomy and independence
  - Noncompliance with parental requests
Temperament

- Characteristic way of relating and adapting to the world; present very early in life
  - Basic core of personality
  - Has a genetic component
- Thomas and Chess (1989) three types of temperament
  - Easy (40% of sample)
    • regular schedule, adapts easily, generally cheerful
  - Difficult (10% of sample)
    • irregular schedule, slow to accept and adapt to change, responds negatively
  - Slow to warm up (15% of sample)
    • somewhat irregular schedule, respond negatively to new experiences, but adapt slowly after repeated exposure

- Goodness of Fit
Does daycare affect children’s bonds of attachment?

- Most children are securely attached regardless of being placed in daycare or cared for in the home

Social and cognitive development?

- Social development of children in daycare
  - More independent, self confident, outgoing, affectionate and more cooperative
- Cognitive and language development of children in quality daycare
  - Similar to children who remain at home
- Children in daycare show more aggression
  - Amount of time spent in child care per week is a contributing factor
- High-quality child care, provided by well-educated, sensitive early childhood educators, well supported by family policies, is beneficial
Chapter 8
Early Childhood: Physical Development
What changes occur in height and weight during early childhood?

- Growth rate slows
- Become increasingly slender as they gain height and lose “baby fat”
- Individual variation
  - As a group, boys are slightly taller and heavier
How does the brain develop during early childhood?

- Rapid growth in weight due to myelination
  - By age 5 – brain is 90% of adult weight

**Specialization of hemispheres**

- Left-brained
  - Logical, problem solving, language and mathematical computations

- Right-brained
  - Visual-spatial functions, recognition of faces, discrimination of color, aesthetic and emotional responses, understanding metaphors, creative mathematical reasoning

- Functions overlap
  - Myelination of corpus callosum
What is meant by “plasticity of the brain”?

- Ability to compensate for injury
  - Greatest plasticity at 1 to 2 years
  - Other areas may assume functions lost to injury
- Sprouting
  - Growth of new dendrites
- Redundancy of neural connections
Motor skills in early childhood?

- Gross motor skills
  - Involve large muscles used in locomotion
- Differences in gross motor development
  - Little sex differentiation
  - More individual differences
- Fine motor skills
  - Involve small muscles used in manipulation and coordination
  - Hand dominance begins early- usually established by 4
- Children’s Drawing
  - Closely linked to development of motor and cognitive skills
Figure 8.4 Four Stages in Children’s Drawings
Understanding Children’s Drawings

- Children may use drawings to:
  - Express themselves in a way language can’t
  - Explore
  - Problem-solve
  - Or simply give visual form to ideas & observations

- Drawings are personal statements
  - Elements of conscious & unconscious meaning
    (at particular point in time)

- Interpret with caution!
  - Past focus on interpretation
  - Today focus more on “story” of drawing

Always check your child's homework...

Mommy actually works at Home Hardware. She was selling a shovel.
Accidents and prevention of accidental injury

- Most common cause of death in young children in Canada:
  - Unintentional injuries (accidents such as motor vehicle accidents, drowning, poisoning, mishaps or injuries during play, swallowing objects, and falls)

- Low-income children most likely to die from accidents

- Legislation to prevent accidents
  - Child safety seats in cars
  - Window guards in apartment buildings
  - Toy and clothing safety standards
Sleep in early childhood

Preschoolers average 10 to 11 hours per 24 hour period
- 9 to 10 hours at night
- 1 to 2 hour nap

- Sleep terrors
  - Occur early in night during deep sleep
  - May be associated with stress

- Nightmares
  - Occur later in night during REM sleep

- Somnambulism (sleepwalking)
  - Onset between ages 3 and 8
  - Occurs early in night during deep sleep
**Elimination in Early Childhood**

- **Maturation plays a critical role in toilet training**
  - Most western children are trained between 24 and 48 months

- **Enuresis**
  - Based on age of child and frequency of “accident”
  - Bed-wetting
    - More frequent in boys than girls
  - Numerous causes
    - Organic, psychological, conditioned anxiety, situational stress, sleep disorder

- **Encopresis**
  - More common in boys than girls
  - Less common than enuresis, more common in daytime
  - Causes may be physical or psychological