

Basic Emotions

- Common across cultures.
- 3 components: feeling, physiology, behavior.
- happiness, sadness, anger, fear
- Good for you, good for babies: reciprocated.



Happiness

- 2 months--social smiles
- 4 months--laughter, first to physical states and later psychological states (unfamiliar)



Fear



- 6 months -- stranger wariness
 - Is good!
- Preschool -- dark, imaginary creatures, etc.
- School phobia
 - Systematic desensitization.

Stranger Anxiety

- How does the child react to the stranger?
- Fear can be shown in different ways.



Complex Emotions




- Guilt, embarrassment, and pride
- Don't emerge until 18-24 months,
 - depend upon cognitive development.
- Also called self-conscious
 - linked to social standards
- Situations of expression differ across cultures (and context).

Recognizing and Using Others Emotions

- 6 months - distinguish and match emotions.
- 1 year - Social referencing.
 - Look at parent for guidance.
- Preschool children understand links between emotions and behavior.
 - If you are happy, will look!
 - If you are scared, nope.



Recognizing and Using Others Emotions

Stage	Age	Understanding	Example
1	3 years	A situation can cause a person to experience two different emotions.	A child could be sad and angry that a bear friend is leaving him. 
2	4-12 years	A situation can cause a person to experience two different emotions that differ in intensity.	A child could be very sad and a little angry that a bear friend is leaving him. 
3	8 years	A situation can cause a person to feel positively and negatively at the same time.	A child could be happy and scared about going home alone. 

Regulating Emotions

- Even infants (4 months) regulate emotions (looking away when afraid) but older children know more ways to regulate emotions.
- **Display rules** - standards for expressing emotions.
 - Don't laugh when someone hurts themselves. (at least not out loud).
 - Don't get visibly angry when your Boss yells.

Poor regulations, bad friends

- When children don't regulate emotions well, they typically have trouble interacting with peers.
- Holds for anger.
- But also worry and sadness.



What Is Temperament?

- Consistent mood or style of behavior, like personality
- Thomas & Chess (1968)
 - Easy
 - Difficult
 - "Slow to warm-up"



Five Dimensions

- Positive affect
- Persistence
- Activity level
- Inhibition
- Negative affect



Hereditary and Environmental Contributions to Temperament

- Twin studies show genetic influence (.72 for activity and similar for shy, persistence, and anger).
- Children are more likely to have difficult temperaments when mothers are abrupt and lack confidence.
- European babies are babies when it comes to shots, unlike Chinese and Japanese infants.

Stability of Temperament

- Temperament is **somewhat stable** throughout infancy and childhood.
- Active fetus will be a handful! (DiPietro et al., 1996)
- Inhibited 2-year-olds are shy 4-year-olds
- Difficult temperaments are especially stable.
 - Evocative gene environment relation.
 - If mom (or dad) couldn't control them,
 - Grow up out of control.

New Zealand Study of Temperament

- Looked at correlation with adult behavior.
- Irritability (.38)
- Sluggishness (.25)
- Approach (.18)
- Distractibility (.21)
- Not very big correlation.
- But still in right direction.
- So we can change over time.



Temperament is linked to...

- **Behavioral problems** - difficult 2/3rd had it.
- **School success** - Persistent children.
- **Peer interactions** - Shy is bad.
- **Depression** - Anger linked to depression.

Attachment



- I'm stuck to you!
- Social-emotional relationship.
- Strong survival value.
 - Ethological view.
- Attachment figure is "stable social-emotional base"

Growth of Attachment

- Relies upon infant's growing perceptual and cognitive skills.
 - Baby has to tell the difference first.
- By about 7 months, have identified a single attachment figure.
 - Usually mom, but can be dad.
 - Care vs. play.

Strange Situation

- Baby & Mom in playroom for 3 minutes.
- Stranger enters.
- 1 minute later mommy leaves.
- 3 minutes later returns.
- When baby is happy: "Bye, Bye!"
- 3 minutes later returns.



Ainsworth 1978: Quality of Attachment

- **Secure**
 - Baby wants to be with mom, but doesn't freak if she's gone, and can be comforted (60-65%).
- **Insecure**
 - *Avoidant*: Not upset and ignores (20%).
 - *Resistant*: Upset and stays that way (10-15%)
 - *Disorganized*: Huh? What the..? (5-10%)

Consequences of attachment

- **More secure** linked to:
 - better friends and fewer conflicts (Lieberman, Doyle, Markiewicz, 1999)
 - Less behavior problems in school. (Carlson, 1998).
 - Succeed at summer camp. (Elicker, Englund & Sroufe, 1992)

Ainsworth's Caregiving Hypothesis

- You make your child secure by...
 - Sensitivity
 - Positive attitude
 - Synchrony
 - Mutuality
 - Support
 - Stimulation
 - (attend to infant frequently)



Factors determining quality of attachment

- Interaction between parent and baby. (Israel study).
- **Predictable** response: Immediate & Appropriate.
- **Internal working model** - expectations about what parents are good for.

IWM leads to...

Kid	Adult
Secure = Secure	
Avoidant = Dismissive	
Resistant = Preoccupied	

IWM leads to...

- Secure adults - objective and value parent-child relationships.
- Dismissive adults - parents were great, but they didn't make me who I am.
- Preoccupied adults - describe childhood experiences emotionally with anger or confusion.
