

Detailed Chapter Outline With Key Terms

Chapter 6: Psychosocial Development during the First Three Years

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FOUNDATIONS OF PSYCHOSOCIAL DEVELOPMENT

- *Personality*: A relatively consistent blend of emotions, temperament, thought, and behavior that makes each person unique.
- *Psychosocial development*: Personality development is intertwined with social relationships.

Emotions

- **Emotions**: Subjective reactions to experience that are associated with physiological and behavioral changes.
- *Stranger anxiety*: Wariness shown by babies by about 8 months of age.
- *Nonorganic failure to thrive*: Failure of an infant to grow and gain weight despite adequate nutrition.

First Signs of Emotion

Crying

- *Hunger cry*: A rhythmic cry, not always associated with hunger.
- *Angry cry*: A variation of the rhythmic cry in which excess air is forced through the vocal cords.
- *Pain cry*: A sudden onset of loud crying without preliminary moaning, sometimes followed with holding the breath.
- *Frustration cry*: Two or three drawn-out cries, with no prolonged breath-holding.

Smiling and Laughing

- *Waking smiles*: Voluntary smiles.

When Do Emotions Appear?

Basic Emotions

Emotions Involving the Self

- **Self-conscious emotions**: Emotions such as embarrassment, empathy, and envy that require a degree of self-awareness.
- **Self-awareness**: Realization that one's existence and functioning are separate from those of other people and things.
- **Self-evaluative emotions**: Emotions such as pride, guilt, and shame that involve evaluation of one's own thoughts and behavior against socially appropriate thoughts and behavior.

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Empathy: Feeling What Others Feel

- **Empathy:** The ability to put oneself in another person's place and feel what that person feels, or would be expected to feel, in a particular situation.
- *Sympathy:* Sorrow or concern for another person's plight.
- *Prosocial behavior:* Behavior that is intended to help without expectation of personal gain.
- **Social cognition:** The cognitive ability to understand that others have mental states.
- **Egocentrism:** Inability to see another person's point of view.

Brain Growth and Emotional Development

- *Cerebral cortex:* Outer covering of the brain where higher mental functions occur.
- *Frontal lobes:* Front section of the cerebral cortex (one on each side of the brain), responsible in part for emotional responses.
- *Limbic system:* The seat of emotional reactions in the brain.
- *Hippocampus:* Structure in the limbic system of the brain.
- *Hypothalamus:* Structure of the brain involved in the limbic system and emotion.
- *Sympathetic system:* Part of the autonomic nervous system that prepares the body for action.
- *Parasympathetic system:* Part of the autonomic nervous system that is involved in excretion and sexual excitement.

Temperament

- **Temperament:** Characteristic disposition, or style of approaching and reacting to situations.

Studying Temperamental Patterns: The New York Longitudinal Study

- **“Easy” children:** Children with a generally happy temperament, regular biological rhythms, and 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.

How Is Temperament Measured?

How Stable is Temperament?

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Temperament and Adjustment: “Goodness of Fit”

- **Goodness of fit:** Appropriateness of environmental demands and constraints to a child’s temperament.

Shyness and Boldness: Influences of Biology and Culture

- *Inhibition to the unfamiliar:* Shyness, or how sociable a child is with strange children and how boldly or cautiously the child approaches unfamiliar objects and situations.

Earliest Social Experiences: The Infant in the Family

The Mother’s Role

The Father’s Role

How Parents Shape Gender Differences

- **Gender:** Significance of being male or female.
- **Gender-typing:** Socialization process by which children, at an early age, learn appropriate gender roles.

DEVELOPMENTAL ISSUES IN INFANCY

Developing Trust

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

Developing Attachments

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

Patterns of Attachment

- **Strange Situation:** Laboratory technique used to study attachment.
- **Secure attachment:** Pattern in which an infant cries or protests when the primary caregiver leaves and actively seeks out the caregiver upon his or her return.
- *Secure base:* Infant’s use of a parent or other familiar caregiver as a departure point for exploration and a safe place to return periodically for emotional support.

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- **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 on his or her return.
- **Disorganized-disoriented attachment:** Pattern in which an infant, after separation from the primary caregiver, shows contradictory behaviors upon his or her return.

How Attachment is Established

Newer Methods to Study Attachment

The Role of Temperament

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.

Long-Term Effects of Attachment

Intergenerational Transmission of Attachment Patterns

- *Adult Attachment Interview (AAI):* A semistructured interview that asks adults to recall and interpret feelings and experiences related to their childhood attachments.

Long-Term Effects of Attachment

Emotional Communication with Caregivers: Mutual Regulation

- **Mutual regulation:** Process by which infant and caregiver communicate emotional states to each other and respond appropriately.
- **“Still-face” paradigm:** Research method used to measure mutual regulation in infants 2 to 9 months old.
- *Still-face:* In the “still-face” paradigm, referring to the mother suddenly becoming stony-faced, silent, and unresponsive.
- *Reunion:* In the “still-face” paradigm, referring to the mother’s resumption of normal interaction after the “still-face” episode.

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Social Referencing

- **Social referencing:** Understanding an ambiguous situation by seeking out another person's perception of it.

DEVELOPMENTAL ISSUES IN TODDLERHOOD

- *Sense of self:* The development of the toddler's knowledge of being a separate person from those around him or her.
- *Autonomy:* Self-determination.
- *Internalization of behavioral standards or socialization:* The toddler's tendency to make the behavioral standards of others, such as parents, a part of the toddler's mental structures and memories.

The Emerging Sense of Self

- **Self-concept:** Sense of self; descriptive and evaluative mental picture of one's abilities and traits.
- *Agency:* A feature of the I-self in which the baby realizes that one can control external events.
- **Self-efficacy:** Sense of capability to master challenges and achieve goals.
- *Self-coherence:* The sense of being a physical whole with boundaries, within which agency resides.
- *Self-awareness:* Conscious knowledge of the self as a distinct, identifiable being.

Development of Autonomy

- **Autonomy versus shame and doubt:** Erikson's second stage in psychosocial development, in which children achieve a balance between self-determination and control by others.
- *Will:* Virtue that emerges during Erikson's second stage.
- *Negativism:* The tendency of a toddler to shout "No!" just for the sake of resisting authority.

Moral Development: Socialization and Internalization

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

Developing Self-Regulation

- **Self-regulation:** Child's independent control of behavior to conform to understood social expectations.

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- *Attentional processes*: The ability to pay attention to stimuli.

Origins of Conscience: Committed Compliance

- **Conscience**: Internal standards of behavior, which usually control one's conduct and produce emotional discomfort when violated.
- **Inhibitory control**: Conscious, or effortful, holding back of impulses.
- **Committed compliance**: Kochanska's term for wholehearted obedience of a parent's orders without reminders or lapses.
- **Situational compliance**: Kochanska's term for obedience of a parent's orders only in the presence of signs of ongoing parental control.

Factors in the Success of Socialization

- *Moral emotions*: Emotions such as guilt and empathy.
- *Moral conduct*: Refusing to break rules or violate standards in the face of strong temptation.
- *Moral cognition*: Thought patterns that reflect responses to moral dilemmas.

CONTACT WITH OTHER CHILDREN

Siblings

Sociability With Nonsiblings

CHILDREN OF WORKING PARENTS

Effects of Parental Employment

Early Child Care

Factors in Impact of Child Care

Impact on Disadvantaged Children and Minorities

MALTREATMENT: ABUSE AND NEGLECT

- *Maltreatment*: Deliberate or avoidable endangerment of a child.
- *Abuse*: Action that inflicts harm.
- *Neglect*: Inaction that causes harm.
- **Physical abuse**: Action taken to endanger a child, involving potential bodily injury.
- **Neglect**: Failure to meet a child's basic needs.
- **Sexual Abuse**: Sexual activity involving a child and an older person.

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- **Emotional maltreatment:** Action or inaction that may cause behavioral, cognitive, emotional, or mental disorders.

Maltreatment Facts and Figures

Contributing Factors: An Ecological View

Characteristics of Abusive and Neglectful Parents and Families

Community Characteristics and Cultural Values

Helping Families in Trouble or at Risk

Long-Term Effects of Maltreatment