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

• 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.

Regulating Emotions

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

Poor regulations, bad friends

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 shyness, 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.
  - Genetic-gene environment relative.
  - If more extroverted, couldn’t control them.
  - Grow up out of control.

New Zealand Study of Temperament

- Looked at correlation with adult behavior.
  - Irritability (38)
  - Sluggishness (39)
  - 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 infants 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…

<table>
<thead>
<tr>
<th>Kid</th>
<th>Adult</th>
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<tbody>
<tr>
<td>Secure = Secure</td>
<td>Avoidant = Dismissive</td>
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<td>Resistant = Preoccupied</td>
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</tbody>
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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.