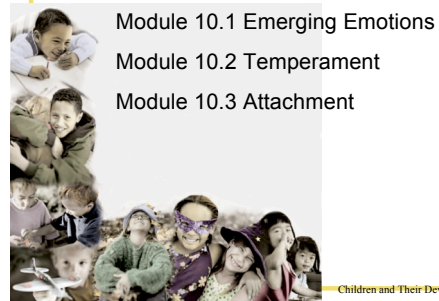


## Emotions

IIE 366: Developmental  
Psychology  
Greg Francis  
Lecture 23

## Chapter 10: Emotional Development



Module 10.1 Emerging Emotions  
Module 10.2 Temperament  
Module 10.3 Attachment

Children and Their Development, 4/e by Robert Kail

### 10.1 Emerging Emotions

The Function of Emotions  
Experiencing and Expressing  
Emotions  
Recognizing and Using Others'  
Emotions  
Regulating Emotions

### 10.1 The Function of Emotions

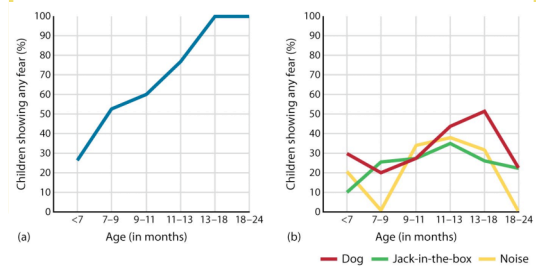
- Emotions are useful because they help people adapt to their environments
- Fear leads to avoiding danger
- Happiness strengthens relationships
- Disgust keeps people away from things that make them ill

### 10.1 Experiencing and Expressing Emotions

- Basic emotions: universal and consist of subjective feeling, physiological change, and overt behavior
  - ♦ As judged by adults
- Joy, anger, surprise, interest, disgust, sadness, and fear
  - ♦ Pleasure and distress appear at birth
  - ♦ Joy, sadness, and social smiles appear at around 2-3 months
  - ♦ Anger appears at 4-6 months
  - ♦ Fear appears at around 6 months (stranger wariness)

### 10.1 Experiencing and Expressing Emotions

- Fear appears at around 6 months (stranger wariness)



### 10.1 Experiencing and Expressing Emotions

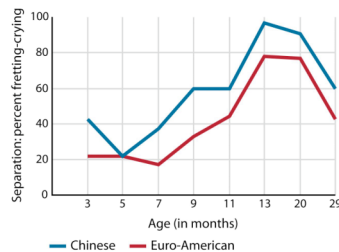
- *Self-conscious* (complex) emotions such as pride, guilt, embarrassment appear at 18-24 months
  - Feelings of success when standards or expectations are met
  - Feelings of failure when they are not met
- Other emotions appear still later
  - 7 year olds feel the emotion of regret but not of relief
- The situations when emotions are felt also change
  - A preschool child would not be ashamed to defend someone who is wrongly accused of theft
  - But a school-age child will feel bad if they do not do the "right thing"
  - Fear of certain situations (dark, being alone, monsters) tend to disappear during the elementary school years

### 10.1 Experiencing and Expressing Emotions

- Most basic and complex emotions are felt by children around the world
- However, cultures do differ in *degree* of emotional *expression*
- Some Asian cultures favor emotional restraint rather than displays of emotions
  - European American infants (11 months) cry and smile more often than Chinese infants
  - US preschoolers are more likely to express anger than Japanese preschoolers

### 10.1 Experiencing and Expressing Emotions

- Cultural differences: separation anxiety



### 10.1 Experiencing and Expressing Emotions

- Complex emotions are also tied to different events across cultures
  - A student singled out for getting the highest score on an exam
    - » In the US feels pride
    - » In some Asian cultures feels embarrassed
- Moral views on life also influence feelings and expressions of anger
  - Children raised in Buddhist countries tend to have fewer incidents of anger

### 10.1 Recognizing and Using Others' Emotions

- By 4-6 months, infants can identify facial expressions associated with different emotions
  - Often match their own expressions to what they see
  - It's not perfect, even in adulthood
  - <http://www.bbc.co.uk/science/humanbody/mind/surveys/smiles/>
- *Social referencing*: in unfamiliar or ambiguous environments, infants look to parents for cues to interpret situation
  - 12 month olds avoid a novel toy that evokes a disgust expression from the mother
- By kindergarten, children start to understand what kinds of event evoke different emotions
  - And the role remembering events can have on emotions

### 10.1 Recognizing and Using Others' Emotions

- Children gradually learn *display rules* for their culture in various settings
- Adults know that it is Ok to express sadness at a funeral but not joy
- For children display rules often form around family and friends
  - Preschool children have better control of anger with provoked by peers that they like compared to peers that they do not like
  - School age children are more like to express sadness and anger to parents than to peers

## 10.1 Regulating Emotions

- Regulation of emotions begins in infancy
- For example, infants will look away when they encounter something frightening or confusing
- Toddlers quickly learn to evoke expressions that get their mother's attention
- With age, children develop even more effective strategies
- Children who don't regulate their emotions tend to have problems with peers

## 10.2 Temperament

### What is Temperament?

### Hereditary and Environmental Contributions to Temperament

### Stability of Temperament

### Temperament and Other Aspects of Development

## 10.2 What is Temperament?

- *Temperament*: behavioral styles that are fairly stable across situations and are biologically based
- Thomas and Chess identified 3 patterns:
  - Easy: usually happy, adjust well to new situations, regular routines for eating, sleeping (most common type)
  - Difficult: unhappy, irregular routines, very unhappy in unfamiliar situations
  - slow-to-warm-up: often unhappy, but not upset by unfamiliar situations
- Categories are not used much any more

## 10.2 What is Temperament?

- Three dimensions of Rothbart's theory:
  - surgency/extraversion: extent to which child is generally happy, active, vocal, and seeks stimulation
  - negative affect: extent to which child is angry, fearful, frustrated, shy, not easily soothed
  - effort control: extent to which child can focus attention, is not readily distracted, can inhibit responses
- Cross-cultural studies suggest common properties of temperament
  - Russian and US mothers observe frequencies of behaviors in a similar way
    - » Gets excited with a new toy
    - » Splashes in the bath
    - » Calms down in within 5 minutes of being frustrated.
  - Pattern of behaviors are used to judge temperament
  - Implies a biological basis for temperament

## 10.2 Hereditary and Environmental Contributions to Temperament

- Twin studies show genetic influence: identical twins more alike in most aspects of temperament than fraternal twins
- Impact of heredity depends on temperamental dimension and child's age
  - Stronger in childhood than in infancy
  - Stronger for negative affect than other dimensions
- Environment plays an important role
  - Infants more likely to develop intense, difficult temperaments when mothers are abrupt and lack confidence

## 10.2 Stability of Temperament

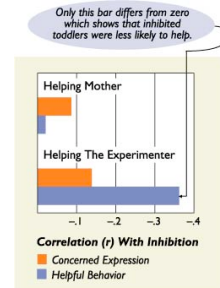
- Temperament moderately stable through infancy, childhood, and adolescence
  - Fearful preschoolers tend to be inhibited as older child and adolescent
- Inhibited children more likely to be introverted adults
- Research also reveals many instances where temperament is not related to adult personality
  - Exposure to new environments (a group of friends with common interests) can radically change personality

## 10.2 Temperament and Other Aspects of Development

- Various aspects of temperament are related to school success, peer interactions, compliance with parents, depression, and helping others
  - 2/3 of preschools with difficult temperaments develop behavior problems in school
  - Only 1/5 of children with easy temperaments have problems
- Influence of temperament depends on environmental influences
  - children who resist control are less likely to have behavior problems when mothers actually exert control (warn, prohibit and scold children as appropriate)

## Temperament and Helping Behavior

- Why do some children help and others not?
- Experimenter and mother play with 2 year olds
- Measure inhibition: child avoids experimenter during play
- Experimenter or mother fakes an injury
  - Measure concerned expression
  - Helpful behavior
- Outgoing children help the mother and experimenter
- Shy children help only the mother



10.2: Temperament and Other Aspects of Development

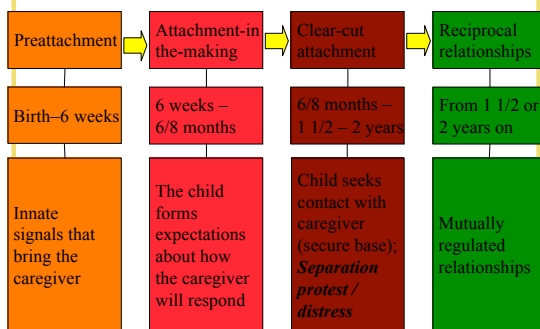
## 10.3 Attachment

The Growth of Attachment  
The Quality of Attachment

## 10.3 The Growth of Attachment

- **Attachment:** enduring social-emotional relationship between infant and parent
  - The need for proper attachment is a relatively new discovery, dating to the 1950s
  - Being social has evolutionary advantages
- Importance of attachment revealed after WW II with many orphaned children
- Monkey studies

## 10.3 The Growth of Attachment



## 10.3 The Growth of Attachment

- Usually first attach to mothers, then to fathers
- Prefer to play with fathers, but prefer mothers for comfort
- Fathers tend to have more physical play
- Mothers tend to spend more time reading and talking to babies
- Given an opportunity to play, infants often choose the father
- When distressed, infants prefer the mother

### 10.3 The Quality of Attachment

- **Strange room situation (20 minutes)**
- Parent and infant are introduced to the experimental room (lots of toys).
- Parent and infant are alone. Parent does not participate while infant explores.
- Stranger enters, converses with parent, then approaches infant. Parent leaves inconspicuously.
- First separation episode: Stranger's behavior is geared to that of infant.
- First reunion episode: Parent greets and comforts infant, then conspicuously leaves again.
- Second separation episode: Infant is alone.
- Continuation of second separation episode: Stranger enters and gears behavior to that of infant.
- Second reunion episode: Parent enters, greets infant, and picks up infant; stranger leaves inconspicuously.

### 10.3 The Quality of Attachment

- **Types and quality of attachment:**
  - Secure: may or may not cry on separation, but wants to be with her on return.
  - Avoidant: not visibly upset when mother leaves, but ignores her when she returns
  - Resistant: upset when mother leaves, remains upset or angry when she returns
  - Disorganized: confused when mothers leaves and when she returns

### 10.3 The Quality of Attachment

- **Positive consequences of secure attachment in later social relationships**
  - Children with secure attachments tend to have higher quality friendships
  - Less likely to have behavioral problems
- Secure attachments promote trust and confidence in other humans

### 10.3 The Quality of Attachment

- Predictable, responsive parenting is important for secure attachment
  - Respond to crying and reassure the baby
- Parents' attachment to their own parents may influence responsiveness to their children
- Characteristics of child care and mother affect quality of attachment
  - In general, there are no effects of childcare on mother-infant attachment
  - Insecure attachments are more common when
    - » Less sensitive mothering is combined with low quality or high amounts of child care
  - High quality parenting trumps other issues

### Next time

- Emotional development
- Feeling sad or mad
- Difficult babies
- Attachment across lifespan