



Emotional and Social Development of Infants

Chapter 8.1 Understanding Emotional Development of Infants

Chapter 8.2 Understanding Social Development of Infants

Chapter 8 Section 1

Understanding Emotional Development of Infants

Emotions and Emotional Development

- **Emotional Development** is the process of learning to recognize and express feelings and to establish a personal identity
- **Personal identity** is a sense of being a unique individual
- An **emotion** is a feeling response to the world around us.
- Emotions grow more complex with age.

Learning Emotions Through Interactions

- Parents and caregivers play a large role in emotional development
- Parents can
 - Encourage positive emotions
 - Help cope with negative emotions
 - Return emotions (smiling back)
- Babies learn how to react to situations
 - Joyful caregiver = approach life with happiness and interest
 - Anxious caregiver = approach life with fear

Emotions and Crying

- At 2 months of age, babies will vary their crying to express different feelings
- Techniques:
 - Cuddle
 - Move the Baby
 - Sing
 - Offer a Toy
 - Massage

Self-Comforting: Thumb Sucking

- Most common self-comforting technique
- Sucking is a basic urge for infants
- Most stop at 6 or 7 months when teeth first appear
- Only be concerned when it affects the shape of a child's teeth or mouth



Self-Comforting: Pacifiers

- Helps a baby calm down and fall asleep
- American Academy of Pediatrics states it is not harmful physically or emotionally
 - Correct size and shape for baby
 - Sanitize
 - Never tie around neck or hand



Uncontrollable Crying

Colic

- Colic is uncontrollable crying by an otherwise healthy baby
- Cries for 3 or more hours each day; 3 or more days a week
- Worst between 6p.m. and midnight
- Symptoms most intense by 6 weeks in age
 - Ends 3 or 4 months

Reflux

- Reflux is a condition in which a partially digested food rise in the throat
- Can cause forceful vomiting and intense crying
- Can be prescribe medication if needed

Attachment and Emotional Development

- An attachment is a baby's bond to his or her main caregiver
 - Healthy attachment builds trust, self-esteem, and social and emotional skills
- Attachment develops in the first few months of life
 - Completely formed around age 2
 - A child that never formed attachment may have trouble forming relationships later in life
- Psychologist Erik Erikson suggests that people learn to trust or mistrust the world during their first year

Building Attachment Through Touch

- Basic need for physical contact
- Helps build trust and affection
- Primary sense for infants
- Experience and respond to their environment
- Most natural way to show care and affection to a baby
- Touch builds the brain
 - New pathways
 - Networks (neurons)
 - Trust in human contact
- Abused and neglected children who do not receive love, touch, and opportunities for learning
 - 20-30% smaller brain
- Essential for the mental and emotional development of deafblind babies

Building Attachment Through Consistent Care

- Develop trusting relationships
- Depending on early experiences
 - If a baby bonds with a caregiver and his needs are met then the world is a comfortable place and feels secure
- Be consistent in care and responses



Building Attachment Through Communication

- Infants respond to a caregivers voice, facial expressions, and eye contact
- Babies gaze into the eyes of caregivers, track movements, and cuddle
 - Growing attachment signs
- As infants grow, so do their responses
 - Hugs
 - Sounds
 - Walking to caregiver



Failure to Thrive

- Failure to Thrive is a condition in which babies do not grow and develop properly
- Don't respond to people or objects
- Become withdrawn
- Caused by
 - Neglect
 - Abuse
 - Stress



Understanding Temperament

- Temperament is a persons unique emotional makeup
- Determines how he reacts to his environment
- Temperament Traits Include:
 - Intensity
 - Persistence
 - Sensitivity
 - Perceptiveness
 - Adaptability
 - Regularity
 - Activity
 - Approach
 - Mood

Resolving Temperament Conflicts

- Temperament traits cannot be changed
 - Learn to adapt traits
 - Do not punish for temperament traits
- Caregivers have to adapt to the temperament of a child
- EX: You have a low energy level but the child loves to move
 - Provide safe opportunities for energetic play
 - Trip to the park
 - Dancing to music
 - Avoid activities where the child sits a lot



Emotional Climate of the Home

- Very sensitive to their surroundings
- Influenced by gestures, emotions, tone of voice and facial expressions
- Babies can sense the feelings anxiety and irritable
- Feelings of bitterness, mistrust, and anger can hinder (delay) an infants emotional development

Chapter 8 Section 2

Understanding Social Development of Infants

Social and Learning Development

- Social Development is the process of learning how to interact and express oneself with others
- Closely related to emotional development
- Children that have good feelings about themselves tend to relate well with others
- Grow and develop at their own pace
- May reach milestones at different times

Learning Through Cause and Effect

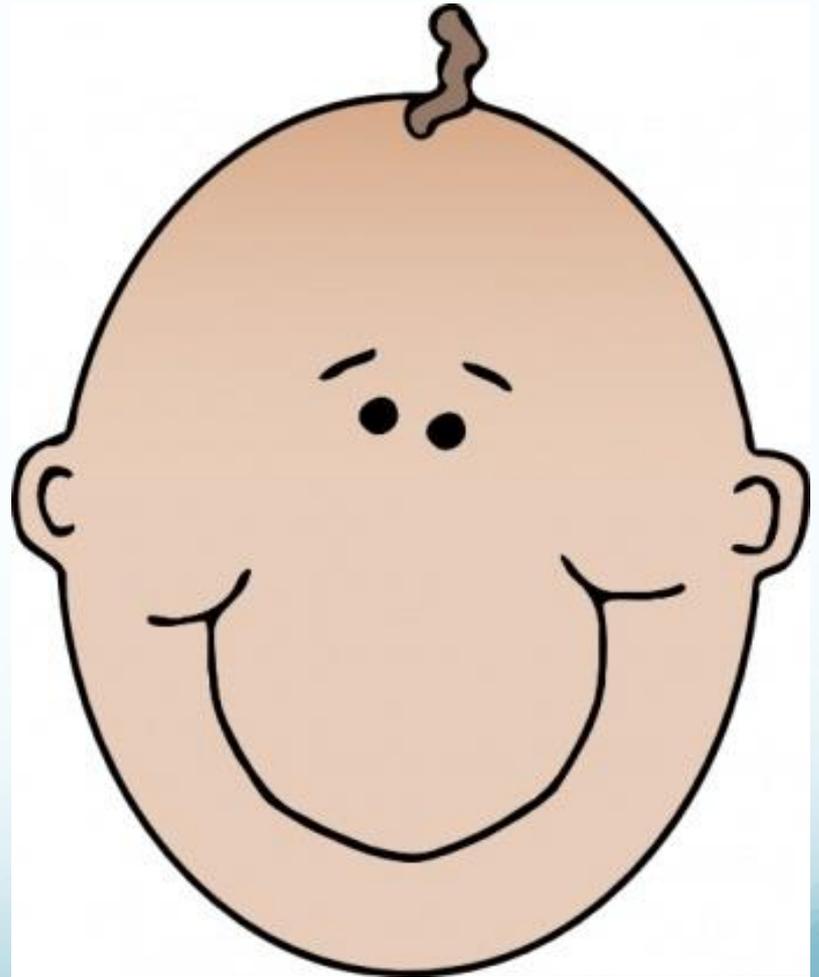
- Cause and effect is a relationship between events in which one event, the effect, is caused by another event
- Babies learn that certain behaviors earn a positive response from adults
 - Also learn negative behaviors earn a negative response



Learning Through Imitation

Sending Clear Messages

- Always give a baby a clear message
- Smile while expressing love or approval
- Babies become confused if the same behavior earns different responses
- Provide consistent responses to help a baby understand what behavior is desirable



Stranger Anxiety

- Stranger anxiety is a fear of unfamiliar people
 - Usually expressed by crying
- Normal for social development
- Provide constant responses through new experiences
- Let friends and relatives sit quietly while baby gets use to them
- Same anxiety can be felt if a parent or caregiver looks different



Social Development Through Play

Birth to 6 Months

- Play games with objects the baby can grasp
- Place colorful toys where baby can recognize them and reach them
- Make noise with rattle or toy
- Gently shake, stretch, or exercise the baby's arms and legs while smiling and talking to baby
- Follow baby's lead
 - Laugh and smile after baby does

6 to 12 Months

- Play peek-a-boo
- Set toys just out of reach so the baby can crawl to them
- Read to the baby from simple books that have big pictures
- Play silly songs and dance with baby
- Give babies plastic buckets or other containers filled with water, sand, or toys and dump out

Types of Play

- Play is a serious component of social development
- Developmental psychologist Lev Vygotsky thought that play was the leading source of development in the preschool years
- Through play, children learn basic social skills
 - Sense of self
 - Interaction with others
 - How to make friends
 - How to lie
 - How to role-play
- A 1920s study characterized 6-types of play between the ages of 2 and 5.
 - Mildred Parten from the Institute of Child Development in Minnesota

Step 1: Unoccupied Play

- Child is relatively stationary
- Appears to be performing random movements with no apparent purpose
- Relatively infrequent style of play



Step 2: Solitary Play

- Completely engrossed in playing and does not seem to notice other children
- Most often seen between ages 2 and 3



Step 3: Onlooker Play

- Takes interest in other children's play but does not join in
- May ask questions or just talk to other children
- Main activity is simply to watch



Step 4: Parallel Play

- Child mimics other children's play but doesn't actively engage with them
- For Example: they may use the same toy



Step 5: Associative Play

- More interested in each other than the toys they are using
- This is the first category that involves strong social interaction between children while they play



Step 6: Cooperative Play

- Some organization enters child's play
- For Example:
 - Playing has the same goal
 - Children adopt roles and rules
- Children act as a group



Create a Safe Play Environment for Infants

- A play environment is a comfortable space free of dangers and with toys that are safe and interesting
- Infants love colorful toys and toys that move
- Toys become more complicated with age
- Babies explore through taste
 - Mouthing is normal but can be dangerous
 - Keep small choking hazard toys out of reach

Choose Safe Toys

- Big enough so that babies cannot put them all the way in their mouth
- Do not have small parts
- Toys should be sturdy
- Use a safety checklist to make sure the rooms where a baby plays does not have any hidden dangers
- Wash new toys with soap and water
- Wash them each time after the baby plays with them



Social Development Through Exploration

- Babies explore through all senses
- To babies all items look like new toys
- Look and play with toys to explore colors and textures
- Blocks let children explore how things stack and balance
- Basic household items can be interesting to infants
- Caregivers should participate in exploring the world with infants
 - Showing different colors in flowers and trees

