

## Psychosocial Development

Emotions, Attachment &  
Temperament

---

---

---

---

---

---

---

## Emerging Emotions

- Happiness- Pleasure
  - Social Smiling.....6 weeks
  - Laughing.....3 - 4 months
- Anger.....4 -7 months
- Fear.....9 - 15 months
  - Stranger Wariness.....6 - 14 months
  - Separation Anxiety.....8 - 18 months (peak-14)

---

---

---

---

---

---

---

- Why do you think stranger awareness and separation anxiety appear around 8-9 months? Why not earlier?

---

---

---

---

---

---

---

- Emotional responses emerge from multiple factors
  - Temperament
  - Past experience
    - Social Referencing (6 mo.)
    - Attachment to caregiver

---

---

---

---

---

---

---

- ### Temperament
- Built-in set of genetically-based tendencies or dispositions
    - Relatively consistent
    - Form the foundation for later personality developments
  - But - environment still plays a role!

---

---

---

---

---

---

---

- ### Development of Temperament
- Temperament established by 2-3 months
    - Thomas & Chess (1977) Interview Study
      - Parent interviewed extensively during period of early infancy
      - Specific behaviors

---

---

---

---

---

---

---

## Dimensions of Temperament

- Activity Level: High -Low
- Rhythmicity: Regular -unpredictable
- Approach-Withdrawal Excitement - Fear
- Adaptability Flexible - rigid
- Intensity of Reaction High - Low
- Threshold of responsiveness Sensitive - low
- Quality of Mood Happy - unhappy
- Distractibility Divert - single minded
- Attention Span Long - Short

---

---

---

---

---

---

---

---

## Three Temperament Types

- Easy (40%)
  - Rhythmic, calm, low sensitivity, happy, distractible
- Slow-to-Warm Up (15%)
  - Initial unwillingness to approach, adapt, distract
- Difficult (10%)
  - Irregular, intense, sensitive, unhappy, single-minded

---

---

---

---

---

---

---

---

## Difficult for Life?

- Chess & Thomas (1990)
  - Follow-up Studies
    - Most children match their infant profile
    - Some characteristics seem variable (rhythmicity, mood)
    - Developmental shifts associated with temperament shifts
    - Context effects
      - Long attention span during preferred activity

---

---

---

---

---

---

---

---

## Parent-Child match

- Film: Bringing up Monkey
  - Things to think about:
    - What personality styles have been identified in monkeys?
    - How do these styles map onto humans?
    - What were the major findings regarding the origin of these personality styles?
    - How does parenting style & temperament interact?

---

---

---

---

---

---

---

---

## Parent-Child Match

- Parenting & temperament
  - Adjusting parenting to fit child's temperament
    - Scheduling activities around baby's schedule
    - Arranging house to accommodate active child
    - Shortening work schedules (work at home)
    - Engaging in activities to suit child

---

---

---

---

---

---

---

---

## Goodness of Fit

		Mother	
		Good Match	Bad Match
Baby	Irregular, intense	calm, flexible, sensitive.	busy, scheduled, working mother.
	Regular, rigid	Highly scheduled, sensitive	Unpredictable, irregular
	Regular, adaptable, approaching	Regular, flexible, attentive.	Irregular, cautious, avoiding

---

---

---

---

---

---

---

---

### Becoming Social Partners

- Synchrony (2-3 mo.)
  - Coordinated interaction between infant & caregiver
  - Face-to-face
  - Initiated by adult or infant
- Cross-cultural variation
  - US vs Japanese: focus on toys/event vs mutual intimacy (eye contact)
  - US vs Kenyan: Exciting the baby vs calming
- Breakdowns in Synchrony

---

---

---

---

---

---

---

### In-class # 3

- Think about your own temperament and answer the following:
  1. On the dimensions of activity, rhythmicity, and approach-avoidance, how would you classify yourself. Give a specific example of your behavior that supports your view
  2. What factors do you think affected your temperament?

---

---

---

---

---

---

---

### Attachment



Enduring emotional connection between people  
a) a desire for continual contact and,  
b) feelings of distress during separation

John Bowlby

---

---

---

---

---

---

---

## Theories of Attachment

- Bowlby's Ethological model
- Freud's Drive Reduction
- Harlow's monkeys
- Mary Ainsworth's Attachment styles in the strange situation

---

---

---

---

---

---

---

## Bowlby's Ethological Explanation

- Based on observations of children separated from families during WWII.
- Stages of Response (after separation)
  - Fear
  - Despair & Depression
  - If no new attachments - Indifference to people (Disattachment)

---

---

---

---

---

---

---

## Basic Theory: Thermostat Analogy

- Balancing Needs
  - Safety/Comfort vs exploration/learning.
    - Think about the good mothers in the monkey video!

---

---

---

---

---

---

---

## Phases of Attachment

- Four phases of attachment
  - Preattachment ( 0 -6 weeks)
  - Attachment in the making (6 weeks - 6-8 mo.)
  - Clear-cut attachment (6-8 mo - 18-24 mo.)
    - Separation Anxiety
    - Regulates the physical & emotional relationship
    - Secure base
  - Reciprocal Relationships (18-24 mo and later)
    - Internal working model

---

---

---

---

---

---

---

## Key Points

- Behaviors “wired” in
- Adaptive
- Secure Base
- Internal working model



---

---

---

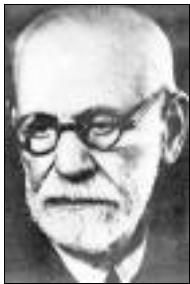
---

---

---

---

## Competing Accounts



Freud: drive reduction”

“love has its origin in attachment to the satisfied need for nourishment”

(Freud, 1940)

---

---

---

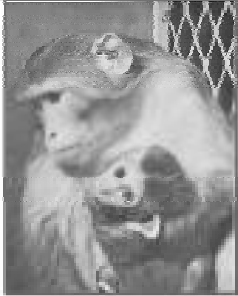
---

---

---

---

### Harlow's Studies



**Love in  
Infant  
Monkeys**

---

---

---

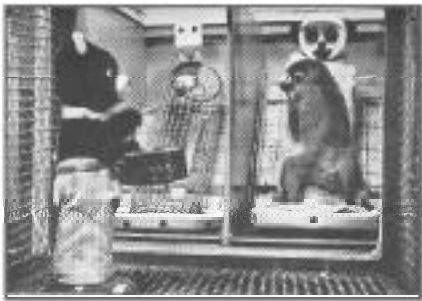
---

---

---

---

---



Testing Freud's Drive Reduction Theory

---

---

---

---

---

---

---

---



Monkey had 2 "mothers":

- Wire - nourishment
- Terry cloth - comfort
- All babies preferred terry cloth

Test Idea of secure base

- Introduce "stranger"
- Babies clung to comfort mother
- Then explored stranger

What about the Reciprocal relationship?

Monkeys grew up to be indifferent/abusive to other monkeys

---

---

---

---

---

---

---

---



## Measurement

“Strange Situation”

Question: How do babies react with stranger in room when:

1. Mother in room
2. Mother leaves room.
3. Mother returns



M. Ainsworth

---

---

---

---

---

---

---

---

## Patterns of Attachment

- **Secure**
  - okay with mother present, distressed when leaves, okay when returns
- **Insecure/resistant**
  - Anxious with mother present, distressed when leaves, not comforted with return
- **Insecure/avoidant**
  - Indifferent to mother, stranger can comfort, avoids when returns
- “Disorganized” - conflicting behaviors

---

---

---

---

---

---

---

---

<u>Country</u>	<u>% of attachment type</u>		
	<u>Secure</u>	<u>Avoid</u>	<u>Resist</u>
Gr. Britain	75	22	3
Japan	68	5	<u>27</u>
Germany	57	<u>35</u>	8
US	65	21	14

---

---

---

---

---

---

---

---

### What causes differences in attachment

- Sensitivity hypothesis -
  - mothers sensitivity to baby's needs - correlated with secure attachment
- Child Characteristics
  - Temperament - difficult babies less securely attached (mixed evidence)
  - Play with objects more than mother - less secure
- Family Characteristics
- Cultural Variations

---

---

---

---

---

---

---

### Other Main Points

- Culturally universal
  - but, varies with caregiving
- Multiple attachments possible

---

---

---

---

---

---

---