

A close-up photograph of a baby laughing joyfully while being held by an adult. The baby is wearing a light blue patterned shirt and has their mouth wide open in a hearty laugh. The adult's shoulder and arm are visible, wearing a light-colored shirt. The background is dark and out of focus.

CHILD PSYCHOLOGY

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**Infancy and Toddlerhood: Socioemotional Development
Temperament, Personality, and Attachment
Chapter 6**



6.1. Temperament

- Temperament is the innate characteristics of the infant, including mood, activity level, and emotional reactivity, noticeable soon after birth.
- Chess and Thomas (1996): Temperament Styles, based on 10 dimensions



activity level

rhythmicity

Threshold of responsiveness

distractibility

Quality of mood

Approach or withdrawal

Attention span

Persistence

Adaptability to situations

Intensity of reactions



6.1. Temperament

- Styles

Type	Percentage	Description
Easy	40%	<ul style="list-style-type: none"> •Able to quickly adapt to routine and new situations •Remains calm •Easy to soothe •Usually in positive mood
Difficult	10%	<ul style="list-style-type: none"> •Reacts negatively to new situations •Has trouble adapting to routine •Usually negative in mood •Cries frequently
Slow-to-warm- up	15%	<ul style="list-style-type: none"> •Low activity level •Adjusts slowly to new situations •Often negative in mood

Temperament Styles:

Easy



- Tend to be calm and adaptable to new people and situations
- Have regular sleeping and eating habits
- Less demanding
- Generally viewed as flexible, cheerful, and happy.

Difficult



- Tend to be fussy, adapt poorly to new people and situations
- Have irregular eating and sleeping patterns
- Easily upset by noise and stimulation
- Generally viewed as moody, feisty, and negative

Slow to Warm



- Tend to behave moody and fussy when presented with new people and situations
- Have regular sleeping and eating routines
- Generally viewed as cautious



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- Styles



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Slow to Warm



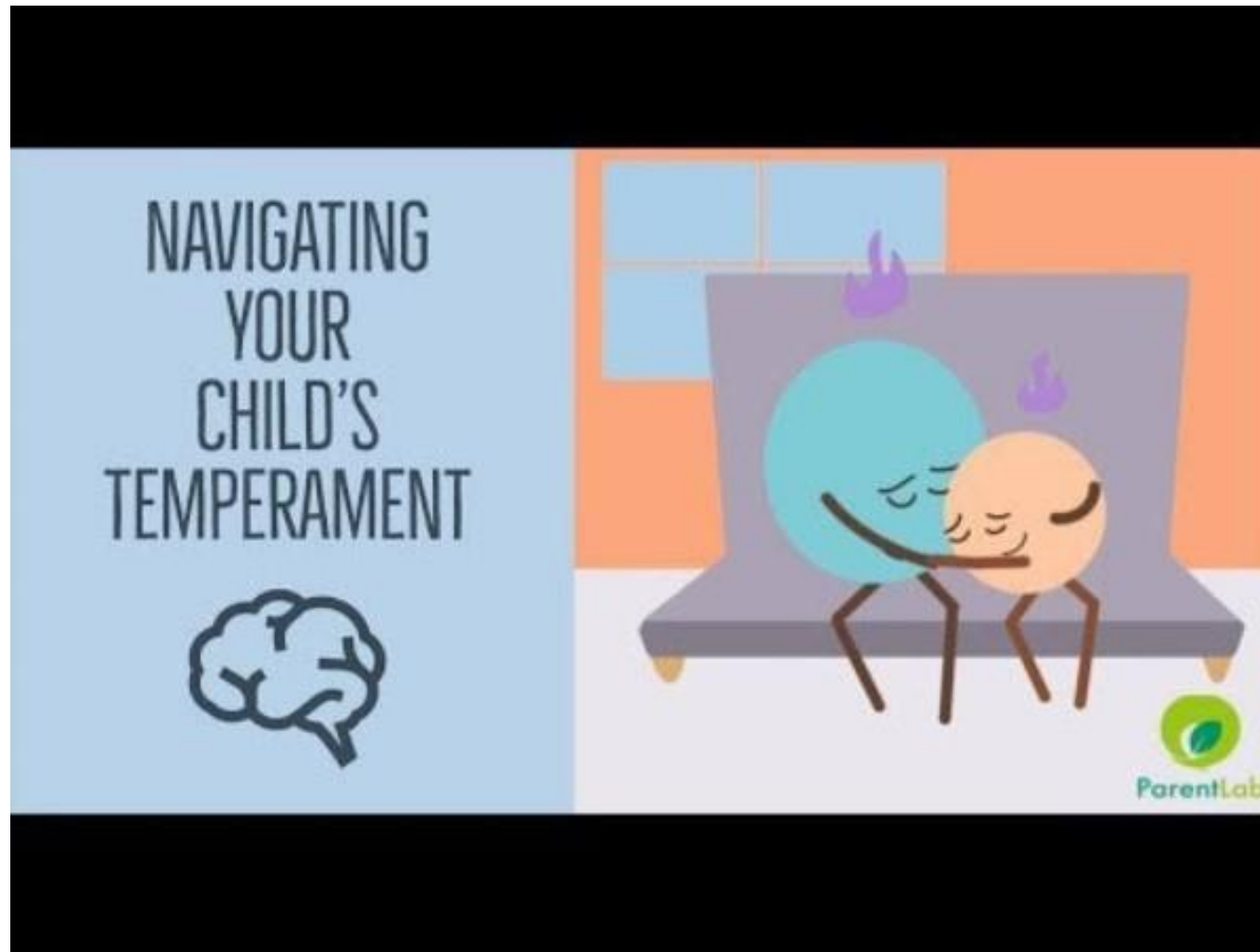
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6.1. Temperament

- Goodness-of-fit: Compatibility between parenting style and child temperament (parenting is bidirectional)





6.2. Personality

- An individual's consistent pattern of feeling, thinking, and behaving, is the result of the continuous interplay between biological disposition and experience.





6.2. Personality: Culture

- Cultural norms and values define desirable traits within a society. What's seen as positive in one culture might be negative in another.
- Individualism vs. Collectivism: Individualist cultures value independence and achievement, while collectivist cultures prioritize social harmony and group needs. These values influence the types of personality traits that are emphasized.





6.2. Personality: Gender

- Similar to cultural norms, societal expectations for males (masculine) and females (feminine) can influence the development of personality traits.
- Traditionally, assertiveness is seen as a masculine trait, while caretaking is seen as feminine.
- Gender roles and expectations are not static. What's considered a desirable trait for one gender can shift over time, impacting personality development and behavior.
- **Boys in Blue, Girls in Pink**
- **Beige Babes**

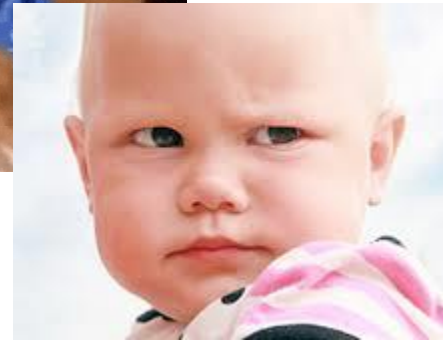


<https://littleyellowbird.com/blogs/news/history-of-pink-and-blue>



6.3. Infant Emotions

- Birth: Attraction and withdrawal
- 2 Months: Social smiling
- 3-5 Months: Laughter
- 6-8 Months: Fear, sadness, anger
- Separation anxiety (after object permanence)



<https://www.youtube.com/watch?app=desktop&v=yAm9Dlw8VD4>



6.3. Infant Emotions





6.3. Infant Emotions

- Facial expressions of emotion are important regulators of social interaction.
- Social referencing: process seeking out information from others to clarify a situation and then use that information to act.





6.3. Infant Emotions

- Emotion self-regulation: strategies we use to control our emotional states
- 4 to 6 months: babies can begin to shift their attention away from upsetting stimuli
- Older infants and toddlers can more effectively communicate their need for help
- Temperament plays a role





6.3. Infant Emotions

- Sense of Self: recognize themselves as they gain a sense of self as separate from their primary caregiver
- Mirror and Spot (Rouge) Study
- 15 and 24 months most infants developed a sense of self-awareness





6.4. Social Emotional Milestones



2 Months

- Begins to smile at people
- Can briefly calm self (may bring hands to mouth and suck on hand)
- Tries to look at parent



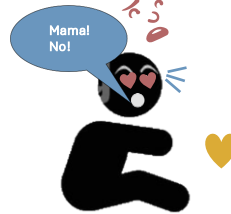
4 Months

- Smiles spontaneously, especially at people
- Likes to play with people and might cry when playing stops
- Copies some movements and facial expressions, like smiling or frowning



6 Months

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
- Responds to other people's emotions and often seems happy
- Likes to look at self in a mirror



9 Months

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys



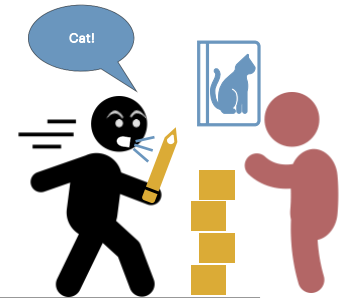
1 Year

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as "peek-a-boo" and "pat-a-cake"



18 Months

- Likes to hand things to others as play
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people
- Plays simple pretend, such as feeding a doll
- May cling to caregivers in new situations
- Points to show others something interesting
- Explores alone but with parent close by



2 Years

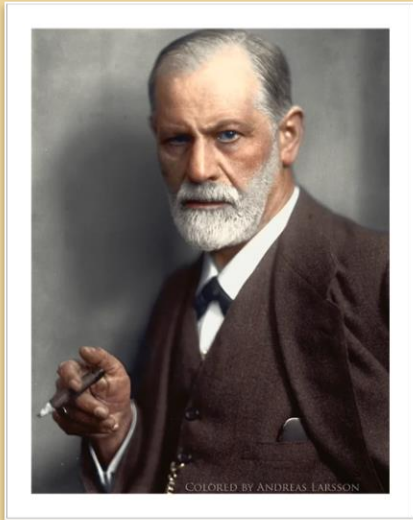
- Copies others, especially adults and older children
- Gets excited when with other children
- Shows more and more independence
- Shows defiant behavior (doing what he has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games



6.5. Forming Attachments

- Attachment is the close bond with a caregiver from which the infant derives a sense of security.

Psychosexual
Psychoanalytic



Sigmund Freud
[1856-1939]
Unconscious
Thoughts

Oral

Anal

Phallic

Latent

Genital

Freud's Psychosexual Stages

Oral Stage: Birth to 1 Year
Erogenous Zone: Mouth



Phallic Stage: 3 to 6 Year
Erogenous Zone: Genitals

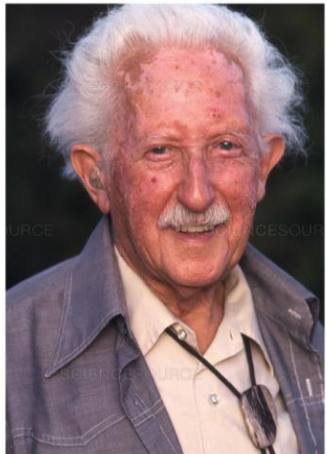




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Psychosocial



Erik Erikson
[1902-1994]

Interaction with others

Trust vs. Mistrust

Autonomy vs.
Shame & Doubt

Initiative vs. Guilt

Industry vs.
Inferiority

Identity vs. Role
Confusion*

Early Childhood
autonomy vs. shame and doubt

Preschool
initiative vs. guilt

Infancy Psychosocial Development

Psychosocial Conflict: Trust vs. Mistrust

Major Question:
"Can I trust the people
around me?"



verywell

Basic Virtue: Hope

Important Event: Feeding



generativity vs. stagnation

intimacy vs. isolation

verywell

school Age
industry
vs.
inferiority

Adolescence
identity
vs.
confusion

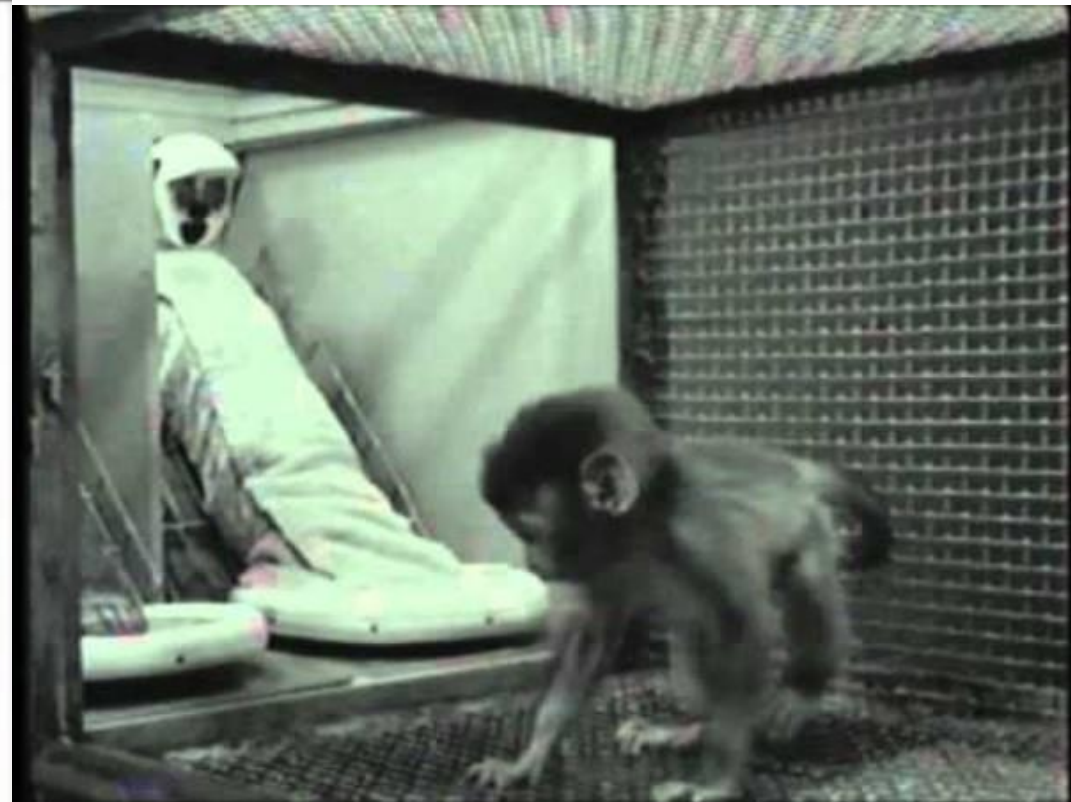


6.5. Forming Attachments

- Contact comfort: infant's need for physical closeness and touching. (Harlow's Research)



<https://youtu.be/qEEEu1HEtU0>

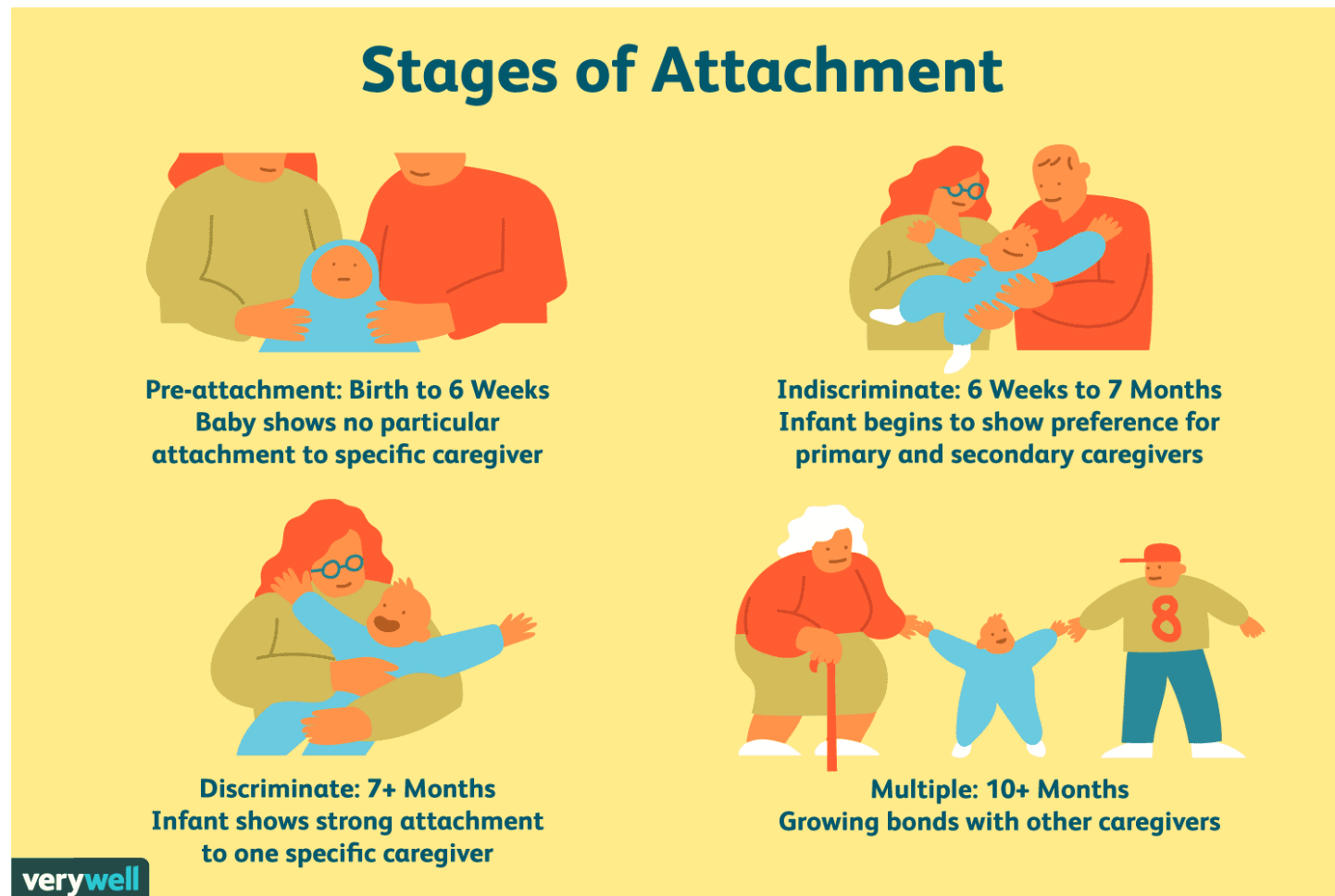


<https://youtu.be/OrNBEhzjg8I>



6.5. Forming Attachments

- Bowlby's Attachment Theory, secure base is a parental presence that gives the child a sense of safety as the child explores the surroundings.





6.5. Forming Attachments

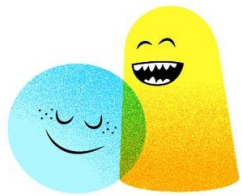
- Ainsworth and the Strange Situation





6.5. Forming Attachments

- Attachment Styles



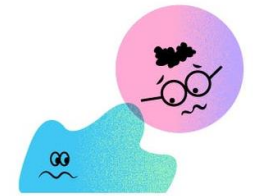
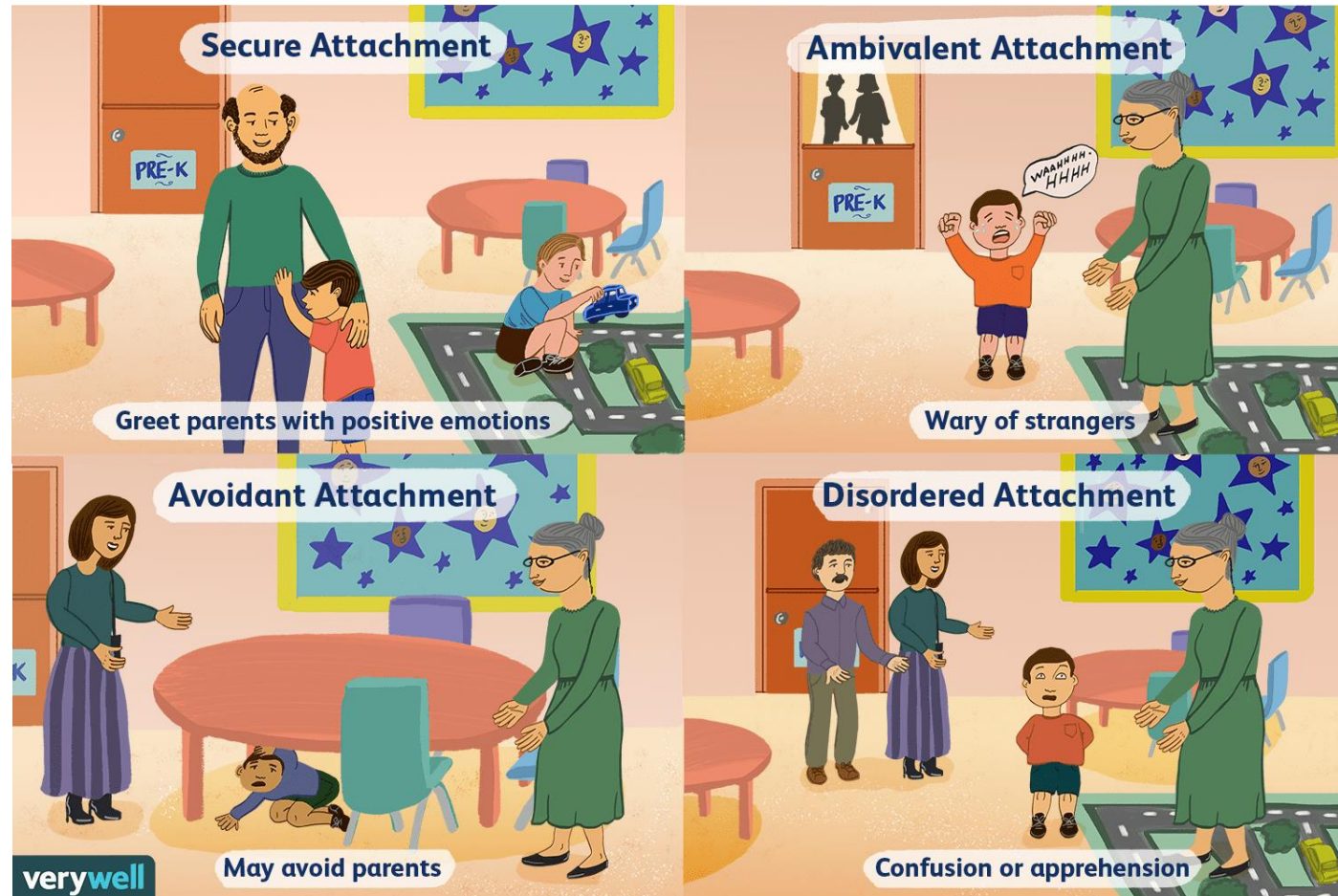
Secure

- Healthy communication style
 - Able to ask for help when needed
- Can self-regulate emotions



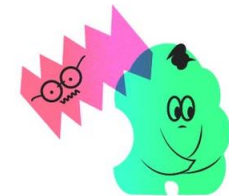
Avoidant

- Difficulty expressing emotions
- Tends to emotionally withdraw from others
 - Unwilling to ask for help



Anxious

- Clinginess
 - Fear of abandonment
- Needs constant reassurance



Disorganized

- Incorporates characteristics of anxious and avoidant styles
 - Fear of rejection but difficulty with intimacy
 - Low self worth



6.5. Forming Attachments

- Attachment Styles: Social Deprivation: Non-organic failure to thrive is the diagnosis for an infant who does not grow, develop, or gain weight on schedule.



Signs and Symptoms of Postpartum Depression

- Eating too little or too much
- Sleeping too little or too much
- Memory problems
- Crying after giving birth
- Feeling restless or moody
- Lacking energy or motivation
- Losing interest or pleasure in activities you used to enjoy
- Withdrawing from friends and family
- Feeling sad, hopeless or overwhelmed
- Having thoughts of hurting yourself
- Not having any interest in the baby
- Having trouble focusing or making decisions





6.5. Forming Attachments

- Reactive Attachment Disorder: children experiencing neglectful situations and also displaying markedly disturbed and developmentally inappropriate attachment behavior, such as being inhibited and withdrawn, minimal social and emotional responsiveness to others, and limited positive affect.





6.5. Forming Attachments

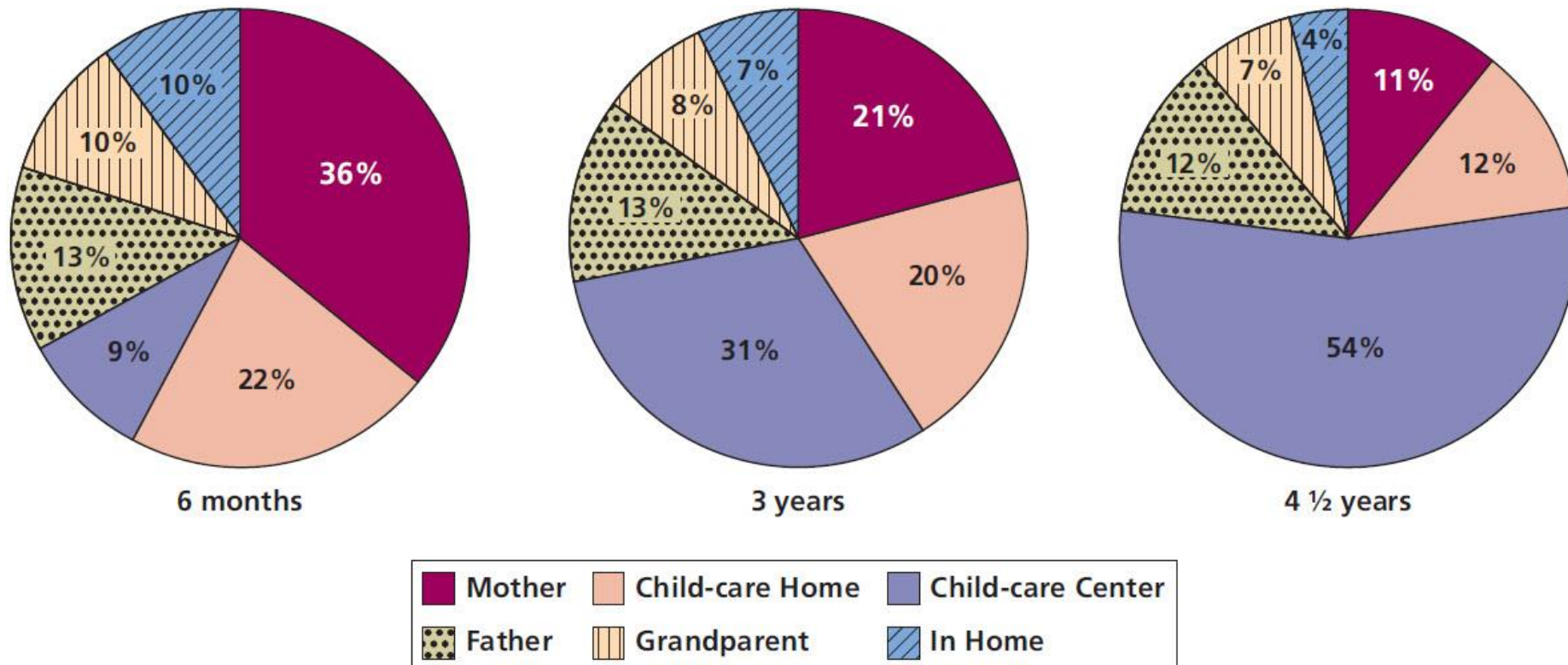
- Resiliency: being able to overcome challenges and successfully adapt.
- Family statistics
 - About one-third of families are headed by single parent
 - Family size is shrinking from 3.1 to 2.5 persons
 - Adolescents giving birth has declined over the last 5 years
 - 57 percent of mothers of infants work outside home
 - 43 percent of children live in low-income households
 - 69 percent of African American children and 63 percent of Hispanic children live in low-income homes





6.6. Child Care

- Center-based
- Family child care homes
- HeadStart





Milestones

<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-2mo.html>

Your child at 2 years*



Child's Name _____

Child's Age _____

Today's Date _____

Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 2. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What most children do by this age:

Social/Emotional Milestones

- Notices when others are hurt or upset, like pausing or looking sad when someone is crying
- Looks at your face to see how to react in a new situation

Language/Communication Milestones

- Points to things in a book when you ask, like "Where is the bear?"
- Says at least two words together, like "More milk."
- Points to at least two body parts when you ask him to show you
- Uses more gestures than just waving and pointing, like blowing a kiss or nodding yes

Cognitive Milestones (learning, thinking, problem-solving)

- Holds something in one hand while using the other hand; for example, holding a container and taking the lid off

- Tries to use switches, knobs, or buttons on a toy
- Plays with more than one toy at the same time, like putting toy food on a toy plate

Movement/Physical Development Milestones

- Kicks a ball
- Runs
- Walks (not climbs) up a few stairs with or without help
- Eats with a spoon

* It's time for developmental screening!

At 2 years, your child is due for an autism screening, as recommended for all children by the American Academy of Pediatrics. Ask the doctor about your child's developmental screening.

Other important things to share with the doctor...

- What are some things you and your child do together?
- What are some things your child likes to do?
- Is there anything your child does or does not do that concerns you?
- Has your child lost any skills he/she once had?
- Does your child have any special healthcare needs or was he/she born prematurely?

You know your child best. Don't wait. If your child is not meeting one or more milestones, has lost skills he or she once had, or you have other concerns, act early. Talk with your child's doctor, share your concerns, and ask about developmental screening. If you or the doctor are still concerned:

1. Ask for a referral to a specialist who can evaluate your child more; and
2. Call your state or territory's early intervention program to find out if your child can get services to help. Learn more and find the number at [cdc.gov/FindEI](https://www.cdc.gov/FindEI).

For more on how to help your child, visit [cdc.gov/Concerned](https://www.cdc.gov/Concerned).

**Don't wait.
Acting early can make
a real difference!**



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- <https://www.netflix.com/title/80117833>

