

**Emotional  
Development**  
Chapter 10

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**Class Objectives**  
Chapter 10

- What is Temperament?
- What is attachment?
  - How do we develop attachment relationships?
  - How do these relationships effect our adult relationships?

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**Individual  
Differences in  
Emotion**

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## Temperament

- Does not refer to *what* people do
- Does refer to *how* they do what they do

An individual's tendency to respond in \_\_\_\_\_

\_\_\_\_\_ blocks of the adult personality

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## Temperament and Emotions are NOT the Same Thing



How are they different?

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- They can be enduring or brief
- They change considerably over development
  - As children grow, they develop more control over their emotions
  - As children grow, their range of emotions branches to include more than just distress and happiness

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\_\_\_\_\_

- It is an early, stable pattern of emotional responding

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## Ways to Describe and Classify Temperament




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### Three Temperamental Groups (Thomas and Chess)

Group	Description
Easy	Usually happy and cheerful Tended to adjust well to new situations Had regular routines for eating, sleeping, and toileting Tended to be easy to calm
<u>Difficult</u> (10%)	Tended not to adjust well to new situations Had irregular routines for eating, sleeping, and toileting Tended to withdraw from novel experiences Responded intensely
<u>Slow-to-warm-up</u>	Usually unhappy Tended not to adjust well to new situations Did not respond intensely to novel situations

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## Other Ways to Classify Temperament

- \_\_\_\_\_
  - Inhibition to the unfamiliar: inhibited children react to many aspects of \_\_\_\_\_
  
- **Rothbart and Bates' Classification**
  - Three broad dimensions of temperament: \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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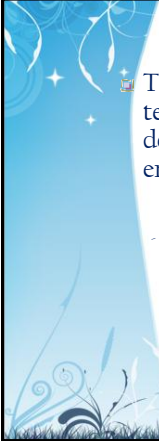
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### Goodness of Fit

The degree to which an individual's temperament is compatible with the demands and expectations of his or her environment

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### Example

- If parents of difficult children are supportive and consistent, undesirable behaviors may become less severe
- If parents of difficult children are harsh, rejecting, or inconsistent, undesirable behaviors can worsen

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**On Your Own**

Read about parenting and the child's temperament  
(p.362 - 363)

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**How we develop Attachment?**

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**What was Your first attachment relationship?**



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The first special relationship we experience develops between parent and child

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What is Attachment?

- ☐ Infants show their attachment through *proximity-seeking behaviors*, meaning infants (and adults)
- ☐ Actions such as approaching, following, and climbing into the lap demonstrate the need to be physically close. As well as *contact-maintaining behaviors* such as clinging, resisting being put down all are evidence of attachment.

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Think on Your Own...



Who are you attached to?  
List 5 people and reflect on why that relationship involves attachment

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Harry Harlow (1959)  
 "The Monkey Love experiments"



- ▣ Harlow evaluated whether feeding or contact comfort was more important to infant attachment.
- ▣ The young animals were "raised" by two kinds of surrogate monkey mother machines.
- ▣ The infant monkeys overwhelmingly preferred to \_\_\_\_\_

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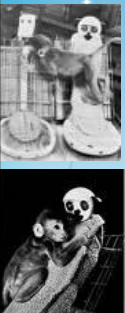
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\_\_\_\_\_ is the important factor in attachment!

Harlow's monkey studies demonstrated that the need for affection created a stronger bond between mother and infant than did physical needs.

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What does this suggest about attachment?

Attachment was closely associated with critical periods in early life, after which it was difficult or \_\_\_\_\_

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Do we all need attachment and physical contact?

Yes, according the theories of John Bowlby, children who form an attachment to an adult are more

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Bowlby's Attachment Theory

According to Bowlby, the development of attachment takes place in four phases:

- Preattachment
- Attachment-in-the-Making
- Clear-cut (or True) Attachment
- Reciprocal Relationships

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**Preattachment**  
Birth to 2 months

The infant produces innate signals

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The infant's behaviors and the response they evoke from adults create an interactive system that is the first step in the formation of attachment.

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**Attachment-in-the-Making**  
2 to 7 months

☐ Infants \_\_\_\_\_  
\_\_\_\_\_

- Infants are forming expectations about how their caregivers will respond to their needs, and as a result, develop (or not) a \_\_\_\_\_  
\_\_\_\_\_

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**Clear-cut Attachment**  
7 to 24 months

☐ \_\_\_\_\_  
\_\_\_\_\_

- They happily greet their mother when she appears
- They may exhibit separation anxiety when she leaves

☐ This behavior reflects \_\_\_\_\_  
as well. The infant now has a mental representation of mother and an understanding that she will be there to meet the infant's needs.

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**Reciprocal Relationships**  
2 years and beyond

☐ As the cognitive and language abilities of toddlers increase, they being to \_\_\_\_\_  
\_\_\_\_\_

- They are better able to act as partners in the attachment relationship
- They often take initiative in interactions and negotiate with parents
- \_\_\_\_\_  
\_\_\_\_\_

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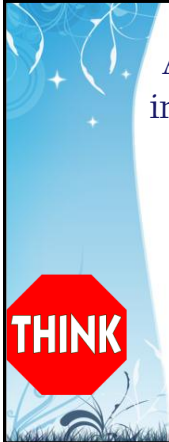
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Attachment to a caregiver intensifies midway through the first year of life.

Do all infants develop positive attachment relationships with their caregivers?

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