Patterns of Emotional Development

- A caregiver needs to create a safe and secure space for the physical and emotional survival of the child.
- Safe and secure child care center creates a positive learning atmosphere in which children feel secure in initiating responses to their environment based on interest and curiosity.

Evolution of Feelings

- The most basic feelings on a physical level are pleasure and pain.
- During the first three years of life, the combination of traits present at birth, interact with pleasurable and painful experiences in the environment to form the growing child’s personality.
- It is impossible to protect infants and toddlers from experiencing physical and emotional pain, no matter how sensitive and caring we are.
- Caregivers who try to protect children from all pain and keep them in a state of pleasure establish very unrealistic expectations for themselves and children in their care.

Erikson’s Psychosocial theory

Erikson’s lifespan theory adds to our understanding of how children develop emotionally by responding to life’s challenges. He labeled his theory psychosocial “because the various challenges refer to qualitatively different concerns about oneself (psycho-) and relationships with other people (-social). He believed that children must resolve eight crises or stages as they progress from infancy through old age. Of the eight stages, the first three are extremely important in the development of infants and toddlers.

1. Basic trust versus mistrust—Children learn to trust or mistrust themselves and the world during infancy depending on the warmth and sensitivity they are given.
2. Autonomy versus shame and doubt—Once infants become mobile, a process of separation and individuation begins, eventually resulting in autonomy. When caregivers permit reasonable free choices and do not force or shame children, autonomy and self-confidence are fostered.
3. Initiative versus guilt—When caregivers support a child’s sense of purpose and direction, initiative in the form of ambition and responsibility is developed.

- Consistent and appropriate behavior from the caregiver is necessary to provide security for the child.
- The way to ensure consistent and appropriate caregiver behavior with children is to establish consistent routines and supply generous amounts of the 3A’s of child care: Attention, Approval and Attunement.
- Security develops largely from consistent responses to specific behaviors, and trust develops largely from acceptance and appreciation of the child.
- Children need reasonable expectations and to have the child’s pattern of development.

Mahler’s Bonding and Separation-Individuation Theory

- Margaret Mahler wrote extensively about the importance of bonding between parents and child and the process called separation-individuation.
Mahler’s phases of the individuation process are valuable guidelines for caregivers of infants and toddlers to understand identity development.

Mahler’s five subphases of separation-individuation are as follows: Normal autistic phase—birth to 3-4 weeks. The time spent asleep exceeds time the baby is awake.

1. Differentiation subphase – 4 to 10 months. The baby begins to act in more self-determined ways and explores the caregiver.
2. Practicing subphase – 10 to 15 months. The child begins using the caregiver as an emotional and physical “refueling station” moving short distances away and then returning for refilling. During this phase, the child concentrates on his or her own abilities separate from the caregiver and becomes omnipotent (not aware of any physical limitations).
3. Rapprochement subphase – 15 – 18 months. The toddler enters this phase where the sense of omnipotence (having no limits) is broken. What is wanted is not always immediately available, so the child experiences frustration, separation anxiety, and the realization that caregivers are separate people who don’t always say yes.
4. Libidinal object constancy phase – 36 months throughout childhood. This phase involves developing a stable concept of the self (one that does not change), a stable concept of other people, places, and things.

Temperament

- Defined as “the basic style which characterizes a person’s behavior
- Research strongly suggests that child rearing practices and other environmental factors can dramatically influence temperament during the first three years
- Temperament behaviors can be modified but not changed drastically
- Caregivers must identify each child’s temperament as well as their own. This identification is known as goodness-of-fit.

Behavioral categories of temperament-Table3-1, page 73

Emotional Intelligence

- Healthy personality development involves more than helping young children recognize their feelings. A balance between attachment and separation individuation must also occur.
- Goleman reports that the usual way of looking at intelligence as consisting only of cognitive abilities is incomplete. Eighty percent of the skills necessary for life success are determined by what he calls emotional intelligence.

Coleman’s five domains are:

1. Knowing one’s emotions. Self-awareness – recognizing a feeling as it happens is the keystone of emotional intelligence
2. Managing emotions – handling feelings so they are appropriate to the situation.
3. Motivating oneself – channeling emotions in the service of a goal is essential for paying attention, mastery, and creativity
4. Recognizing emotions in others. Empathy – sensitivity to what others need or want is the fundamental relationship skill. Empathy Development—since sensitivity is present at birth, it follows that insensitivity is learned.

- The authors use the term enlightened self-interest to describe balanced awareness of one’s own needs and feelings and the needs and feelings of other people.
• When a young child cannot escape a situation of persistent emotional pain, such as consistent abandonment, rejection, pain or abuse, emotional attachment can become severe and long lasting.

5. Handling relationships – involves interacting smoothly and demonstrating skills necessary to get along well with others

Self-Esteem – respect for one’s own abilities
• Acceptance – each child needs to feel accepted for who he or she is right now. Children need to feel worthy and appreciated.
• Limits – adults set boundaries on behavior to help infants and toddlers learn to live safely and acceptably in their world. The boundaries set for children must fit their developmental level and be observed consistently.
• Respect
  1. People with good self-esteem take responsibility for their own thoughts, feelings, and behaviors. Self-responsibility is the keystone to independence.
  2. People with good self-esteem are sensitive and kind toward other people.
     ➢ The term enlightened self-interest describes the skill of balancing awareness of one’s own needs and feelings with the needs and feelings of other people.
  3. People with good self-esteem make conscious positive statements to themselves about their own value and self-worth

Patterns of Social Development
• Relationship Development–during infancy and toddlerhood, respect for the child’s physical and psychological boundaries is crucial to healthy social development.
• Children who have their physical and psychological boundaries respected learn to respect other people’s feelings as well.
  ➢ Self-talk—dialogues, make-believe play, and beliefs about the self, the work (including other people), and the self in relation to others are exhibited during this period.
  ➢ Self-recognition—understanding of how they are part of and separate from others
  ➢ Sense of agency—awareness that our actions cause other objects and people to react in predictable ways.
• Bowlby
  ➢ Pre-attachment phase—(birth to six weeks) occurs when the baby grasps, cries, smiles, and gazes to keep the caregiver engaged.
  ➢ Attachment in the making phase—(six weeks to eight months) consists of the baby responding differently to familiar caregivers than to strangers.
  ➢ Clear cut attachment phase—(eight months to two years) is when the baby exhibits separation anxiety, protests caregiver departure, and acts deliberately to maintain caregiver attention.
  ➢ Reciprocal relationship phase—(18 months onward) occurs when children negotiate with the caregiver and are willing to give and take in relationships.

The Importance of Attachment
• The relationships parents and caregivers form with little children determine what relationships children will develop later in life.
  1. Infants need to establish emotional attachment with their caregiver

Chapter 3

Birth to Thirty-Six Months: Developmental Patterns
2. Each child needs to have a caregiver respond quickly, sensitively, and consistently to 
cries and cues of distress. The most important task for an infant or toddler is to develop 
trust and secure attachment to the caregiver. For this to occur, the caregiver must 
respond quickly, consistently, and sensitively to the child’s needs.
3. Each child and the primary caregiver need special time together.
4. The caregiver must treat each child as a special, important person

Locus of Control Development: Self-Control and Self-Responsibility
- Locus of control is the extent to which people perceive their lives as within their own 
  control. The word locus in this context means perceived location, so children who learn 
to take responsibility for themselves have an internal locus of control. Children who 
perceive their lives to be controlled by others have an external locus of control.
- The question is how to respect children’s choices and still provide the guidance and care 
  they require to remain safe and healthy. Development of an internal locus of control 
  requires that caregivers respect the right of young children to choose their behavior.
- To avoid development of over-control with children, keep the definition of misbehavior 
  limited to behaviors that are clearly harmful to the child, another person, pet, or the 
environment.

Prosocial Behaviors

Children with Special Rights
1. Children with Autism. Infants and toddlers with autism exhibit disturbances in 
developmental rates and sequences, social interactions (i.e., extremely withdrawn), 
responses to sensory stimuli, communication, and the capacity to relate appropriately to 
people, events, and objects.
2. Attachment Disorder is a term intended to describe children who have experienced severe 
problems or disruptions in their early relationships.
3. Mental Health Disorders describe a wide range of unique child characteristics that can 
begin during the infant-toddler developmental period.
4. Children with Multiple Disabilities. Many children experience multiple disabilities or 
concomitant impairments, meaning that they have more than one identified 
exceptionality.
5. Children with Fetal Alcohol Syndrome of Fetal Alcohol Effect (FAS/FAE). Children 
with FAS/FAE were exposed to an adverse environmental agent, alcohol during the 
periods of prenatal development.
abuse or neglect by their families are included in this category.