

CHAPTER

8

Emotional and Social Development of Infants



Thoughtful Reading:

As you read this chapter:

- Make a prediction about what you are reading.
- Visualize what you are reading and describe it.
- Reflect by writing four sentences about what you have read.

Section 8-1
Understanding Emotional Development of Infants

Section 8-2
Understanding Social Development of Infants

Understanding Emotional Development of Infants

Most babies show clear differences in their physical growth. One may weigh more or be longer than another. Differences also show in other areas of development. Some babies move happily from one person's lap to another, while others don't. One baby may squeal in delight while crawling on the grass in the park, another sits quietly, and still another is frightened by the unfamiliar environment. Each infant is becoming a unique individual.

Objectives

- Compare and contrast emotional and social development.
- Explain the importance of attachment to emotional development.
- Relate the care an infant receives to emotional development.
- Analyze people according to different temperament traits.
- Explain how the emotional environment in the home can affect a baby's development.

Key Terms

emotional
development
social development
attachment
failure to thrive
temperament
colic
reflux

Comparing Emotional and Social Development

Emotional and social development begin at birth and continue throughout life. Development in these two closely linked areas is shaped by a variety of influences.

Emotional development is the process of learning to recognize and express feelings and establish a unique personal identity. Healthy emotional development helps a child become an adult who is self-confident,

able to handle stress, and empathetic to the feelings and concerns of others.

Social development is the process of learning self-expression and how to interact with others. Healthy social development helps a child become an adult who communicates well with others, listens to different points of view before acting, and shows tolerance for other people. Emotional and social development are connected in that the feelings children have about themselves will be reflected in their behavior toward others.

The most important influences on emotional and social development are the bond formed between caregiver and child, the temperament of the child, and the atmosphere of the home.

Emotions in Infancy

Think about the range of different emotions that people experience: from excitement and joy to anger and fear. These emotions develop gradually, beginning in infancy.

Emotions become more specific with age. At birth, the range of emotion is limited. Pain or discomfort is expressed by crying. A newborn who is content is quiet. Between the end of the first and second months, however, babies show a welcome new emotion—delight, which is expressed by smiling. In the second month, babies also start to show different feelings by varying their types of cries. Parents eventually learn what each cry means. This enhances the baby's comfort, encourages the expression of emotions, and strengthens the parent-child bond. See Fig. 8-1.

Fig. 8-1

How Emotions Develop

Even very young infants experience some of what researchers call the five basic emotions—joy, sadness, disgust, interest, and anger. Some psychologists believe that emotions are inborn but that the full expression of emotions develops over time and through interaction with significant people in their lives.

Interest

Babies watch their mothers very closely. Often, this is the first sign of interest in babies.



Sadness Very young babies express any discomfort or unhappiness by crying.

Building Bonds of Attachment

Infants have a basic need for physical contact. They need to be held and cuddled. Sometimes they may just need to be near someone they trust. Physical contact helps build the bond between a child and a parent or other primary caregivers. That's called **attachment**. Many psychological studies have shown that forming attachments is a crucial part of an infant's emotional development. See Fig. 8-2.

One of the first studies on attachment was conducted by American psychologist Harry Harlow with monkeys. Harlow created substitute "mothers" to raise baby monkeys. He made monkey-shaped forms out of chicken wire and also out of soft cloth. He discovered that the baby monkeys clung to the "mothers" made of soft cloth—even if the chicken-wire "mothers" held their feeding bottles. He concluded that the monkeys needed to feel physical closeness as well as receive a feeding. Harlow also realized that attachment

Joy Babies show joy by smiling, perhaps in response to an adult who is making funny faces at them.



Month 4 Month 5 Month 6 Month 7 Month 8 Month 9 Month 10 Month 11 Month 12

Disgust Babies begin to show their dislikes very clearly.



Anger Babies show anger by the end of their first year. Psychologists do not agree on when signs of anger first appear, but it may be as early as three to six months of age.



requires more than physical contact. As the baby monkeys grew up, they didn't know how to relate to other monkeys and form normal social relationships. Harlow believed this was caused by the lack of interaction between the baby monkeys and their real mothers.

Many psychologists believe that an infant's attachment to a parent, based on trust, sets the stage for healthy, loving relationships later in life. In the 1950s, psychologist Erik Erikson theorized that the first year of life is a time when infants learn to trust or mistrust the world. Love and affection from parents and other caregivers foster a baby's sense of trust.

Gentle touching strengthens that trust. A gentle massage or patting on the back can help to calm an infant.



Fig. 8-2 Babies not only like physical closeness, they actually *need* human contact to grow and develop normally.

The most critical period in the formation of a close emotional bond is in the first few months of life. Attachment is not fully formed until about age 2. A child who hasn't developed a strong attachment by then may experience difficulty in relationships later in life.

Communication

Communication between infants and parents or other caregivers is also important to building positive attachments. Even though infants can't yet understand words, they respond to the sound of a caregiver's voice, facial expressions, and eye contact.

Babies cry to signal they are hungry, need their diaper changed, or have other needs. They stop crying when their needs are met. They gaze into the eyes of those who care for them, track their movements, and cuddle—all of which are signs of growing attachment. As babies mature, they respond verbally to and hug their caregivers and eventually crawl or walk to them. In attachment, caregiver and baby gradually grow closer to one another.

Lack of Contact

Infants thrive when their emotional and physical needs are met. However, lack of love and attention may result in **failure to thrive**, a condition in which babies fail to grow and develop properly. Infants who are left alone most of the time, except for basic physical care, may fail to respond to people and objects. Their cries weaken, their smiles fade, and they become withdrawn. Even as adults, they may be unable to develop caring, meaningful relationships with others, even with psychological help.



Children Around the World

Carrying a Baby on Your Back

People have been strapping babies to their bodies for thousands of years. In Somalia, women tie their babies securely to their backs with long, colorful scarves. In Nepal, mothers carry their babies in a garment that also holds money and tools. The Inuit people of the Canadian Arctic can snuggle their babies in the furry linings of their parkas. In this country, active parents take infants shopping and hiking in backpack carriers. Researchers have found that stimulating experiences, such as exposure to sounds, smells, and colors, actually help infants' brain connections grow.



Investigating Culture

1. "Wearing" a baby protects him or her from danger and promotes bonding. What other purposes might it serve?
2. How does being carried change a child's view of and interaction with the world?

In the 1990s, child care experts in Romania were alarmed to find many children in government orphanages suffering from failure to thrive. At the time, the conditions in the country were desperate. The children had received little personal attention from adults and were rarely touched in a caring way. Fortunately, such children can usually be helped. Many of the children in the Romanian institutions improved when they went to live in loving and supportive homes.



THE DEVELOPING BRAIN

A lack of contact can also affect brain development. Researchers have found that abused and neglected children who failed to receive love, touch, and opportunities for learning had brains 20 to 30 percent smaller than average.

Building Trust Through Care

The world is a strange place for newborns. Depending on a baby's early experiences, it may be a comfortable, secure place or a confusing, difficult one. The attitude newborns develop about their world depends on how their needs are met.

If the newborn's needs are met and she has bonding contact with adults, she comes to feel that the world is a comfortable place. She develops a sense of security. On the other hand, if the newborn is made to conform to a rigid schedule of feedings, and if crying brings no comfort from a caregiver, the world doesn't seem like a very friendly place. See Fig. 8-3.



Caregivers need to strive to be consistent in their care and responses toward an infant. If schedules change often, or if caregivers are patient and loving at times and impatient and harsh at other times, babies have difficulty building trust. Page 259 gives more details on how to establish trust.

Understanding Temperament

Every baby copes with life in a very personal way. For example, all infants react if the surface on which they are lying is suddenly shaken. However, each baby has a unique response to the situation. One may respond by screaming, while another may simply squirm a bit and then settle down.

These different responses are based on the baby's **temperament**. Temperament is a person's unique nature. It will determine how a baby reacts to others and to the world. Different temperaments are revealed in how children react to a situation. The characteristics of temperament evident in infants become more apparent as children grow and develop.

You can see clues to temperament whenever you watch children. Shana, for example, tries to reach the mobile above her crib. She keeps reaching and grabbing for it. Finally, when her father picks her up, she snatches it and giggles with delight. Luke, on the other hand, tries to grab a ball but gives up because it's out of reach. Instead he goes back to playing happily with a stacking toy.

Fig. 8-3 Feeding a hungry baby is one way to build a sense of trust. What are some other ways?

HOW TO

Help a Baby Develop a Sense of Trust

Anyone who cares for a baby has the responsibility to help the baby feel happy and secure—to feel a sense of trust. There are many ways to do so.

learns trust. When they grow up, babies benefit tremendously from these early attachments.

- **Follow a predictable routine.** Through routine care, a baby learns to trust a parent or caregiver. Having regular feeding times, baths, and naps provides a reassuring environment that makes a baby feel safe.
- **Get to know the baby.** Spend time nurturing and holding the baby. Learn about the baby's likes and dislikes. Anticipate hunger, tiredness, or boredom since infants can't communicate in words. Babies respond to caregivers who meet their needs.
- **Bond with the baby.** Use feeding time and diaper changing time to grow close to a baby. Talk to the baby in a soft, positive tone. Smile and establish eye contact. Physical closeness helps young babies develop a close relationship.
- **Meet the baby's needs.** Strive to meet a baby's physical, social, and emotional needs. Provide proper care and affection so the baby



YOUR TURN

Routine. Child development experts agree that babies benefit from a routine. If you were a parent, what kind of routine would you create to help a baby develop a sense of trust?

Researchers have identified nine different temperament traits. Every child has each trait to a greater or lesser degree. Each baby—each person—needs to be looked at in terms of all the traits together. See Fig. 8-4.

- **Intensity.** How strong or weak are a child's emotional responses to events or to other people? A highly intense child has deep and powerful responses. Intense children often react loudly. An intense baby may cry heartily, while a less intense one will cry more softly.
- **Persistence.** How determined is a child to complete an action? A persistent child may become very upset if unable to finish a task or a project. These children are goal-oriented and are unwilling to give up. A less persistent child can easily be persuaded to begin a new activity. A less persistent child accepts no for an answer, while a highly persistent one doesn't.
- **Sensitivity.** How strongly does a child react to his or her feelings? A child who is highly sensitive has strong reactions. Such a child may be a fussy eater or may complain about uncomfortable clothing. Highly sensitive children may be bothered by sights, sounds, or smells.
- **Perceptiveness.** Perceptive children are aware of all that's around them. These children can be easily distracted as they become involved in new experiences. They have a hard time following directions involving several different steps. Children lower in perceptiveness are less likely to notice what's going on around them. That makes it easier to follow through on multi-step tasks.
- **Adaptability.** Some children find it easier to adapt than others. Children who are low in adaptability resist change. A highly adaptable child isn't bothered by surprises.



Fig. 8-4 Babies soon show that they are becoming unique individuals with a combination of temperament traits. What traits do you think each baby is showing?

- **Regularity.** Does a child's behavior follow regular patterns? Children who are highly regular get tired and go to sleep at the same time each evening. They go to the bathroom at about the same time. They get hungry at the same time. Children who are low in regularity are just the opposite; each day's schedule is different for them.
- **Energy.** What is a child's energy level? High-energy children are physically active. Even when they are sitting, they often squirm and move around in their seats. Once they are able to walk, high-energy children seem to prefer running. Low-energy children move much less.
- **First reaction.** Children differ in how they face new situations. Some dive right in. These children are open to new activities and willing to try new foods. Others hold back and watch what others do before joining. They are less comfortable in unfamiliar situations.
- **Mood.** Is a child typically cheerful or cranky? One child may usually have a positive outlook while another is inclined to point out problems.

Parents and other caregivers have their own temperaments, too. Problems can arise if the adult's temperament conflicts with the child's. Understanding such differences can help prevent clashes. For example, a parent with a relatively low energy level needs to accept and find positive ways of dealing with the activity level of a high-energy child. When the child's high energy becomes bothersome, taking a trip to the park or finding other opportunities for vigorous play can help. One of a caregiver's responsibilities is to adapt to the temperament of the child. See Fig. 8-5.



Fig. 8-5 Babies quickly begin to show their likes and dislikes. How can understanding their temperament help parents take care of them?

Crying and Comforting

The most obvious sign of an infant's emotions is crying. Newborns vary greatly in the amount and intensity of their crying. Some babies don't cry very often and are usually easy to comfort. Often they are labeled as "easy" or "good" babies. Other babies cry loudly and often, and it's usually hard to comfort them.

A young baby who is crying needs attention and care. The first step is to check for a physical problem. Is the baby hungry or in need of a diaper change? Is the infant cold or hot? Did the child not burp at the



Face-to-Face

When infants play, they are exploring their world. In face-to-face interactions with their caregivers, infants' play includes smiles, vocalizations, and movement. For example, a mother shakes a rattle as she moves it slowly back and forth. Her daughter hears the rattle and watches it move. She reaches for the rattle, grasps it, pulls it towards her mouth, and then smiles. Her mother smiles back at her and laughs. Whether the interaction is focused on the rattle or playing peek-a-boo, it gives pleasure to both.



Following Up

What are some other interactions a caregiver and baby can share?

last feeding? If none of these is the cause of the crying and the baby doesn't seem ill, he or she probably needs something else: company, cuddling, or comforting. Remember that these are real needs, too. See Fig. 8-6.

As parents and their baby get to know each other, parents will probably discover which comforting measures work best. These are a few time-tested ways that are worth trying:

- Cuddle up with the baby in a rocking chair. The combination of being held and rocked often soothes a crying baby. Sometimes holding the baby close while walking around helps.
- Move the baby to a new position. The baby may want to move to a different position but can't yet roll over. Maybe the baby wants to sit in an infant seat and see what is happening.
- Talk softly or sing to the baby. Even when caregivers aren't great singers, the tone and rhythm of their voices and the attention they indicate may comfort the unhappy baby.
- Offer a toy to interest and distract the baby. An infant may be bored and want something to do. A favorite toy may end the crying.
- Stroke or gently rub the baby's back to give comfort.

Babies develop their own techniques for comforting themselves. Many babies soothe themselves with soft objects such as a blanket or stuffed toy. They develop a special attachment to the object and use it for comfort when they are sleepy or anxious. Other babies comfort themselves by twisting their hair or by rocking themselves back and forth in their cribs. The most common comforting technique, however, is sucking. A baby will suck on a thumb, a fist, or a pacifier.

LOOKING AT REAL LIFE

Emily was worried when she was unable to calm her baby, Jared. It seemed like he had been crying for hours. Nothing Emily tried soothed him. Finally, Emily called her own mother. She advised Emily to try and remain calm. "Babies can sense when you're upset, so they think something is wrong and will continue to be upset, too." She also suggested taking Jared for a ride in his stroller or the car. She said, "Sometimes a change of scenery and the motion of a stroller or car can help soothe a baby." Emily's mother asked if Jared was ill or if he had a temperature. Emily said that Jared seemed fine just a few hours earlier, but she noticed that he was pulling on his ear a lot and thought that he felt a little warm. Emily decided to call the doctor because she suspected that Jared had an ear infection. Then she would try a walk in the neighborhood.

>> PERSONAL APPLICATION

Have you ever had difficulty calming a crying baby? What did you do?

The special self-comforting techniques used by babies are indications of their individuality and rates of development. Children typically outgrow their need for such self-comforting techniques and, when they are ready, give up these habits.

Colic

Some babies who are extremely fussy every day may have a condition called **colic** (COL-ick). A baby with colic cries a lot and is inconsolable. The periods of crying usually come between six o'clock in the evening and midnight. The symptoms of colic are often the worst when the baby is about six weeks old. The fussy periods then begin to grow shorter until they finally end.



Fig. 8-6 A baby usually cries when something is wrong. What are the first things to consider as the source of the problem?

If an infant cries constantly, the problem may be something else. It could be the baby is having trouble with partially digested food that rises in the throat. This problem, called **reflux**, can cause colic-like symptoms. Parents should discuss the matter with their pediatrician if they are in doubt about why a baby is constantly crying.

Doctors aren't sure why babies get colic. It may have to do with gas collecting in the stomach. The colic may stem from certain foods. The solution can sometimes be as simple as eliminating that food. If the baby is bottle-fed, pediatricians may recommend using a soy-based, rather than a milk-based, formula. If the baby is breast-fed, the colic could stem from something in the mother's diet. Breast-feeding mothers can experiment by avoiding foods such as cabbage and onions.

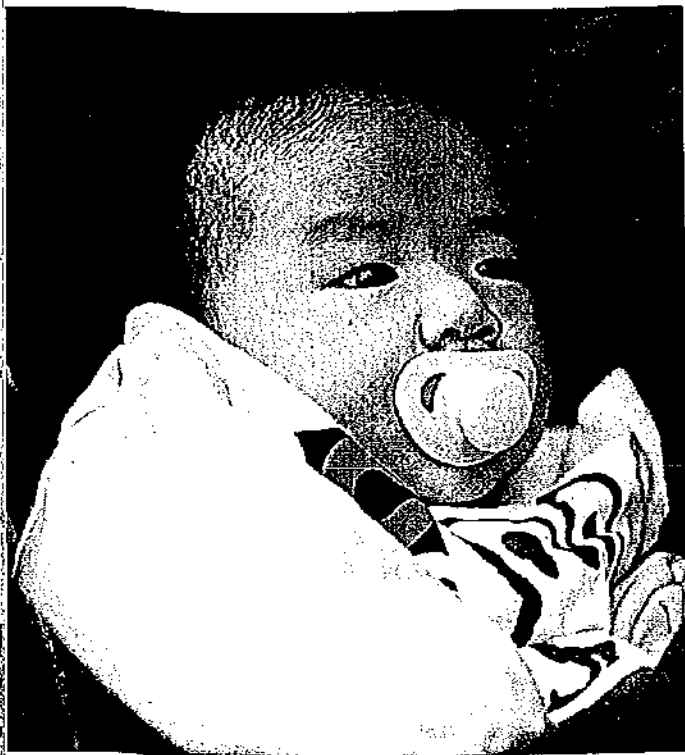


Fig. 8-7 Many infants learn to comfort themselves by sucking on their thumbs, fingers, or a pacifier, a habit they usually grow out of.

Thumb Sucking and Pacifiers

Almost all babies suck their thumbs or fingers. Sucking is a basic urge in infants. Parents usually need not be concerned about this behavior. Many babies stop sucking their thumbs on their own, usually at around six or seven months of age when their first teeth appear. See Fig. 8-7.

Thumb sucking can eventually become a cause for concern if it results in physical changes to the baby's mouth. A pediatrician can check the roof of the baby's mouth and the teeth once they begin to appear.

Many infants find comfort in sucking on a pacifier. Some parents and other caregivers, however, are opposed to using pacifiers. They fear a pacifier could cause physical or emotional harm. The American Academy of Pediatrics disagrees. The Academy recommends that parents use a pacifier that is the correct size and shape for their baby's age. The Academy also emphasizes that for safety and health reasons a pacifier should be washed frequently and never be tied around a baby's neck or hand with a string. Pacifiers should only be used for self-soothing and never as a replacement for food.

Emotional Climate of the Home

You probably have days when you feel grumpy. Have you ever noticed how contagious those feelings can be? If you snap at someone, chances are that person will snap back at you or at someone else. Babies react the same way. Long before they know the meanings of words, babies are influenced by adults' feelings. Worried or angry caregivers are likely to be tense in handling their babies. Babies sense these feelings and can become irritable and fussy.

Almost every family has ups and downs, and a baby adapts to them. It is essential, however, for a baby to feel that affection and caring are the basis of the family's interactions. Bitterness and mistrust can hinder an infant's healthy development.

Will and Sabrina were excited when Grace was born, but soon their feelings began to change. Will felt left out because Sabrina seemed closer to their daughter than he was. Sabrina loved the baby, but some days she felt trapped with a child who needed her constant attention. She barely had time to take a shower. One night, these feelings erupted into an argument. When Grace cried for more than an hour, Sabrina abruptly handed the baby to him, shouting, "Here! You take care of her for a change!" Sabrina stalked off into the bedroom.

What Will and Sabrina felt isn't unusual. Angry feelings toward a beloved child are normal. One outburst won't ruin the home's emotional climate for Grace. If her parents' negative feelings continue to fester, however, the trouble may become more serious. Sabrina and Will should talk about their frustrations when they are both calm.

The challenge can be even greater for single parents. With no other adult to share the work—or the worries—they may feel alone and overwhelmed. It's important that they find ways of releasing negative feelings away from their children. When they do, they can find the patience to create a caring environment. Having someone to talk to and provide support is crucial.

SECTION 8-1 Review and Activities

Check Your Understanding

1. Compare *emotional development* and *social development*. How are they alike? How are they different?
2. Why is it important to hold and cuddle a baby?
3. What is *failure to thrive* and how can it be helped?
4. Nine-month-old Alec loves to play and move about. He crawls around constantly and moves quickly. What *temperament* trait does he have? If Alec's caregiver has a different temperament, what should he or she do to prevent conflict?
5. Describe at least two ways to comfort a crying baby.
6. What is *colic*? At what age is it likely to occur?
7. Does it matter to a baby how the adults in the family get along? Why or why not?

Observing and Interacting

Look at the nine temperament traits described in the chapter. Rate yourself in each area on a scale of one (low in that characteristic) to five (high). Summarize your temperament.

Understanding Social Development of Infants

Jo remembers how sweet the feeling was when she first felt Franklin in her arms. He had just been born. After feeling immense relief that her labor was over, she was swept up in a powerful wave of love. She promised herself that she would never forget that feeling.

Objectives

- Identify signs of social development in infants.
- Describe how social behavior is learned.
- Explain the importance of play and how it affects social development.
- Analyze the relationship of play and exploration.

Key Terms

stranger anxiety
play environment
cause and effect

Signs of Social Development

Like physical and emotional development, social development in infants follows a pattern. There are common signs of social development in babies during the first year. These signs provide a general guide for what infants ordinarily go through.

The “Developmental Milestones” chart (Figure 8-8 on pages 268–269) highlights common signs of social development during the first year. However, this shouldn’t be used as a checklist for evaluating a specific baby. Each child develops at his or her own pace.

Stranger Anxiety

Julia had just flown five hours to visit her nine-month-old grandson. She hadn’t seen him since he was six weeks old. Julia was disappointed that Cory seemed afraid of her. Then Julia’s daughter reminded her about stranger anxiety. **Stranger anxiety** is a fear of unfamiliar people, usually expressed by crying. This behavior develops sometime during the second half of the baby’s first year, often around the age of eight months. During this period, a baby who used to sit cheerfully on a stranger’s lap suddenly screams and bursts into tears when an unfamiliar person approaches. That’s what happened when Cory saw his grandmother.

HOW TO

Cope with Stranger Anxiety

Beginning at around six months of age, many babies show some signs of stranger anxiety when faced with a person who is not familiar to them. They may pout and look very worried—or even burst into tears. Some simply bury their heads in a parent's shoulder as a new person approaches. While this is an entirely normal response, it can be awkward. Here are some ways to help introduce a new person to a baby.

- **Act welcoming toward the new person.** The baby will be watching your interactions and looking for guidance. Remind the baby if the person is a friend or relative who has been over to visit before.
- **Encourage friends and relatives to speak softly to the baby and let the baby get used to them.** Using a gentle tone of voice can help to put the baby at ease.
- **Never force a baby to be held by an unfamiliar person.** You can sit next to that person while holding the baby in order to introduce them to each other.

- **Stay close to the baby.** Always be around to provide comfort and reassurance.
- **Let the baby set the timetable for adjusting to a stranger.** It may take minutes, hours, or even multiple encounters before the baby will become comfortable.



YOUR TURN

Comfort. If you were a child care provider about to begin caring for a one-year-old, what steps could you take to minimize the possibility of stranger anxiety?

1 MONTH

- Coos and babbles
- May cry a lot, but quiets down at sight of caregiver's face or sound of voice, or when lifted or touched

2-3 MONTHS

- Begins to smile and show excitement
- Eyes can follow moving objects
- Wants companionship
- May like being tickled
- Maintains brief eye contact while being fed
- Makes different crying sounds for different needs
- Can tell a smile from a frown

4-6 MONTHS



- Turns to sound of familiar voices
- Laughs, squeals, babbles
- Can tell the difference between family members
- Reaches out with hands and arms to play
- May cry when left alone

7-8 MONTHS



- Tries to imitate sounds made by adults
- Plays alone and plays longer with other people and toys
- Enjoys other children
- Begins to experience stranger anxiety and clings to familiar caregivers

9-10 MONTHS

- Responds to “no” and own name
- Says simple words, such as “no,” “bye-bye,” “dada,” and “mama”
- Objects if a toy is taken away
- Crawls around to look for parents
- Enjoys playing “peek-a-boo” and sound games

11-12 MONTHS

- Uses the words “Dada” and “Mama” to refer to specific people
- Uses gestures as well as simple body language
- Shows stronger likes and dislikes
- Spends time looking in mirrors





Fig. 8-9 Stranger anxiety is a normal part of a baby's development. Some babies experience it more than others. How can a caregiver help a baby pass through this stage?

This stage in the baby's development will pass. In the meantime, suggest that unfamiliar people approach the baby slowly and give the baby time to adjust. Try to keep the baby's routine as regular as possible. This isn't a good time to make sudden changes in the baby's routine or to introduce a new caregiver. See Fig. 8-9.

How Behavior Is Learned

Studies show that infants learn how to behave through their relationships with others. The type of behavior babies learn depends on the messages they receive from caregivers.

Babies learn social behaviors in much the same way as they learn to anticipate physical care—by seeing that the same action brings about the same response every time. Running water signals that it's bath time. Rocking in a familiar chair signals that it's time for sleep. In their social development, babies learn that certain behaviors always earn a positive response from adults. When

babies coo and smile, for example, they are rewarded with laughter, hugs, and praise. Love is important to babies, so they repeat these behaviors. Babies also learn that other behaviors bring scolding or frowning from adults.

Babies develop better social behaviors if they get more positive responses than negative ones. Always try to give a baby clear messages. Never frown while expressing love for the baby. Never smile while expressing disapproval of a certain behavior. Babies become confused if their behavior provokes a positive response one time and a negative response another time. Caregivers and parents must provide consistent responses to help a baby understand what behaviors are expected.

Social Development Through Play

The job of a baby is to play. Babies learn about the world around them through play. Play strengthens all areas of development.

Parenting Q&A

Why Is Consistent Feedback Important?

Parents and caregivers are a baby's most important teachers. As babies grow, they watch the behavior of important adults in their lives and imitate their actions. It's important for caregivers to model desirable behaviors, such as kindness and patience.

Babies also learn how to behave depending on another person's response to their actions. Caregivers can reward positive behaviors with smiles, hugs, and enthusiastic praise. When negative responses are

necessary, it's important to remember that babies cannot understand scolding and other forms of discipline. The best way to deal with infants who are "misbehaving" is to redirect them to an appropriate activity.

Child care experts say that parents and caregivers should give far more positive responses than negative ones, and they should quickly respond to a baby's needs. This will make the baby feel secure and not "spoiled." A baby who feels secure will be happier. Experts also say caregivers should be clear and consistent in how they respond to a baby's behavior.

THINKING IT THROUGH

1. How should family members respond when the baby gently touches the family cat? What does this response teach the baby?
2. How should a caregiver respond to a ten-month-old who continually tries to dig in the potted plants?

Socially, it helps children learn to interact with other adults and children.

Baby's play activities provide an opportunity for interaction with the caregiver. From birth to about six months of age, caregivers can:

- Play games with toys or objects the baby can grasp.
- Place colorful toys where the baby can learn to recognize and reach them. Name

the colors of the toy as the baby chooses one to play with.

- Make noise with a rattle or other toy.
- Gently shake, stretch, and exercise the baby's arms and legs while smiling and talking to the baby.
- Follow the baby's lead. Laugh and smile after the baby laughs and smiles.

Babies from six to twelve months of age are able to play somewhat more complicated

games and handle more toys. From six to twelve months of age, caregivers can:

- Play peek-a-boo with the baby.
- Set toys just out of reach so that the baby has to crawl to them. Encourage the baby to crawl to the object and praise success.
- Read to the baby from simple books that have big pictures. Reading experts say it



Shawna and Lara have been friends for years. They gave birth to their children just three months apart. They get together often to visit while their children play. Shawna's son Aaron is six months old, and Lara's daughter Ashley is nine months old. Both mothers enjoy talking about their children and comparing experiences. Shawna is excited that Aaron is finally sitting up by himself and showing a real interest in playing with his toys. Lara notes that while Ashley is constantly on the move and crawling around the house, she is concerned that she is not pulling herself up on furniture. Both babies have similar eating and sleeping habits, but Aaron still has trouble sleeping through the night. Ashley can manipulate her toys with ease and shows more curiosity than Aaron. Shawna and Lara feel that giving their children time together will help them develop social skills.

>> PERSONAL APPLICATION

How does spending time with other children help babies develop social skills?

is never too soon to start introducing a child to books.

- Give babies plastic buckets or other containers that they can fill up with water or sand and dump out. Talk the baby through the activity, describing what can be done.

After each play activity, reward the baby for successes by showing positive responses. Through play, caregivers can learn more about the baby while the baby learns more about them and the world they live in.

A Play Environment for Infants

It's up to parents and other caregivers to provide a safe **play environment**, a comfortable space with no dangers and with toys that are safe and interesting.

Infants love toys that are colorful, move around, and make noise. Hanging mobiles, rattles, and stuffed animals are wonderful toys for infants. Babies from six to twelve months of age enjoy more complicated toys, such as those they can push or pull.

It is important to choose toys that are safe and appropriate for the age of the baby. Toys should be big enough so that babies cannot put them all the way in their mouths. Choose toys that do not have small parts. Babies can swallow and choke on small parts or stick them in their nose or ears. Toys should also be sturdy. Go through a safety checklist to make sure the rooms where a baby plays do not have any hidden dangers. See Chapter 10 for tips on how to childproof a room. See Fig. 8-10.

Toys must be kept clean. Always wash a brand new toy with soap and water, and give it frequent washings after the baby plays with it.

Fig. 8-10 Babies learn about the world through play. What kinds of skills do you think this baby is learning?

The Difference Between Exploration and Play

If you give a baby a toy or stuffed animal, its first stop is likely to be the baby's mouth. Babies do this to explore and discover. Babies have an inborn need to explore. They explore with all their senses—touch, vision, hearing, smell, and taste.

Sometimes it is difficult for a parent or caregiver to understand a baby's need to explore. Pulling everything out of a drawer, pouring cups of water on the floor, and squishing, pounding, and throwing food may seem to some adults like naughty behavior. The baby isn't trying to behave



badly but is trying to see what effects these actions cause. This is not misbehavior but curiosity. See Fig. 8-11.

Child experts say that babies explore and learn using **cause and effect**. This means that one event (the effect) is caused by another event. For example, infants learn that, by crying, they can get their needs for food and comfort met. They learn that letting go of a toy will cause it to fall.

Fig. 8-11 Gates across stairs help create a safer environment for babies. Why is it important for a baby to explore his or her surroundings?

Sometimes babies repeatedly throw or drop things just to see what happens. The more eager a baby is to explore, the more difficult these explorations can be on adults. Eager babies can get into everything.

Play and exploration are related. Babies use play to explore their world. They look at and play with toys to explore colors and textures. Blocks let babies explore how things stack up and balance. They play with

household items the same way. Caregivers can help babies explore by giving them plastic spoons and cups and empty boxes they can fill.

Encouragement and positive responses from an adult motivate babies to explore and learn. Everything in the world is new to a baby. By participating in explorations with the baby, caregivers can deepen their attachment to their children.

SECTION 8-2 Review and Activities

Check Your Understanding

1. What are two signs of social development that are exhibited by many one-month-old babies?
2. What two signs of social development usually appear around the fifth month?
3. What is *stranger anxiety*? When does it usually develop?
4. How can parents' smiles and frowns help babies learn good behavior?
5. Give an example of a learned behavior.
6. How does play affect a baby's social development?
7. Describe how play and exploration are related.

Observing and Participating

Look in toy catalogs and online for examples of toys that encourage interaction between infants and caregivers. Look for examples of toys that would not involve interaction. Discuss with classmates which toys would be best for babies 12 months and younger.

Career Opportunities

Storyteller

Before societies had written historical records, they had storytellers who kept their traditions alive. Around a fire, a storyteller might describe how ancestors fought off outsiders, explored, and settled the wilderness. Today's storytellers also seek to educate and entertain as they practice an ancient art.

Job Responsibilities

The best storytellers captivate their audiences, pacing their words to create suspense and changing their tone to enhance the story. Storytellers use their voices the way musicians use instruments. They must memorize many stories and tell each one with enthusiasm and conviction.

Work Environment

Storytellers may travel to senior centers, schools, libraries, prisons, and hospitals. Some perform on the radio or on television. A few record and sell their stories.

Education and Training

Many storytellers study literature, folklore, and drama. Any type of public speaking is also good preparation for storytelling. Although no college degree is required, many storytellers hold a degree in library science or literature. This allows them to pursue more than one career.



Skills and Aptitudes

- Imagination
- Good memory
- Ability to communicate clearly
- Dramatic instincts
- Self-motivation

WORKPLACE CONNECTION

1. **Thinking Skills.** How could storytellers benefit from taking a public speaking course?
2. **Resource Skills.** How could you get experience performing in front of others?

SECTION SUMMARIES

- Emotional development deals with expressing feelings. Social development deals with forming relationships with others. (8-1)
- Attachment between infant and parent or another primary caregiver is essential for a baby's healthy emotional and social development. (8-1)
- Babies have their own unique temperaments. (8-1)
- Babies learn how to behave by watching and interacting with others. (8-2)
- Stranger anxiety is a normal phase of a baby's emotional and social development. (8-2)
- Babies learn by playing and exploring. (8-2)

REVIEWING THE CHAPTER

1. What are two factors that could cause a baby to have poor *emotional development*? (8-1)
2. How are trust and *attachment* related in a baby's emotional development? (8-1)
3. What are three ways babies might soothe themselves? (8-1)
4. Describe *failure to thrive* and explain its causes. (8-1)
5. What can parents and other caregivers do to create a sense of trust in a baby? (8-1)
6. Describe two babies with different *temperaments* and how they might respond differently in the same situation. (8-1)
7. What progress in a baby's mental abilities brings about *stranger anxiety*? (8-2)
8. What kind of toys do babies one to six months of age like to play with? How can a caregiver be sure they are safe? (8-2)
9. Describe a situation in which a baby is learning from *cause and effect*. (8-2)

THINKING CRITICALLY

1. **Synthesizing.** Suppose a caregiver who is highly adaptable is in charge of a baby who is low in adaptability. Give an example of how the two temperaments might come into conflict. What things could the caregiver do to alleviate the problem?
2. **Drawing Conclusions.** What are the possible drawbacks to parents putting their 11-month-old in a playpen on a daily basis?