DEVELOPING THE ROOTS OF SOCIABILITY

Who IS that strange person, anyway?

- Stranger anxiety
  - Memory develops \(\rightarrow\) ability to recognize familiar people emerges \(\rightarrow\) ability to anticipate and predict events increases \(\rightarrow\) appearance of unknown person causes fear
  - Common around 6 months
  - Significant difference among infants and situations
Separation Anxiety

- Distress displayed by infants when a customary care provider departs

![Graph showing percentage of children who cried following departure of mother](image)

- Universal across cultures
- Begins about 7-8 months; peaks around 14 months
- Largely attributable to same reasons as stranger anxiety
Smiling

- Earliest smiles: little meaning
- 6 to 9 weeks:
  - Begin reliable smiling
  - Smile first relatively indiscriminate then selective
- 18 months:
  - Social smiling more frequent toward humans than nonhuman objects
- End of 2nd year:
  - Use smiling purposefully
  - Show sensitivity to emotional expressions of others

Decoding Others’ Facial and Vocal Expressions

- Imitative abilities early in life may pave way for nonverbal decoding
- Infants interpret others’ facial and vocal expressions that carry meaning
  - In first 6 to 8 weeks
  - By 4 months
If you’re happy and she knows it…

- Social referencing
  - First occurs around 8-9 months
  - Intentional search for cues
  - Aids in understanding others’ behavior in context

Do infants really know who they are?
Development of Self-Awareness

● Roots of self-awareness
  – Begin to grow around 12 months
  – Influenced by cultural upbringing

● Research
  – Rouge spot
    ● Average awareness begins 17 to 24 months
  – Complicated tasks requests
    ● Awareness of inabilities around 23-24 months

Just Think About That!

● Theory of mind
  – Knowledge and beliefs how mind works and influences behavior
  – Child explanations used to explain how others think
How does a theory of mind develop?

- See other people as compliant agents
- Begin to understand causality and intentionality
- Demonstrate rudiments of empathy
- Begin to use deception to fool others

FORMING RELATIONSHIPS
Understanding Attachment

- Earliest animal research suggests attachment based on biologically determined factors
  - Lorenz → imprinted goslings
  - Harlow → contact-seeking monkeys

http://www.youtube.com/watch?v=fLrBrk9DXVk
Understanding Attachment

Earliest human research suggests attachment based on needs for safety and security

- Bowlby:
  - Attachment provides home base through qualitatively unique relationship with individual who best provides safety
  - As children become more independent, they progressively roam further away from their secure base

Ainsworth’s Strange Situation

- Widely used experimental technique to measure attachment
- Sequence of staged episodes that illustrate strength of attachment between child and (typically) mother

Ainsworth’s ‘Strange Situation’ Assessment

1. Parent and child are alone in a room.
2. Child explores the room without parental participation.
3. Stranger enters the room, talks to the parent, and approaches the child.
4. Parent quietly leaves the room.
5. Parent then returns and comforts the child.
Do all infants attach?

- Reactions to *Strange Situation* vary considerably
- One-year-olds typically show one of four major patterns

<table>
<thead>
<tr>
<th>Label</th>
<th>Seeking Proximity with Caregiver</th>
<th>Maintaining Contact with Caregiver</th>
<th>Avoiding Proximity with Caregiver</th>
<th>Resisting Contact with Caregiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidant</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Secure</td>
<td>High</td>
<td>High (if distressed)</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Ambivalent</td>
<td>High</td>
<td>High (often prosepation)</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Disorganized-disoriented</td>
<td>Inconsistent</td>
<td>Inconsistent</td>
<td>Inconsistent</td>
<td>Inconsistent</td>
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</tbody>
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Does the quality of attachment have significant consequences for later life relationships?

Yes

- Securely attached 1-year-old males show fewer psychological difficulties at older ages
- Securely attached infants are more socially and emotionally competent later and more positively viewed
- Adult romantic relationships are associated with attachment style developed during infancy

But...

- Children who do not have a secure attachment style during infancy do not invariably experience difficulties later in life
- Children with a secure attachment at age 1 do not always have good adjustment later in life
What roles do parents play in producing attachment?

Mothers

- Sensitivity to their infants’ needs and desires is hallmark of mothers of securely attached infants
  - Aware of moods and feelings
  - Responsive in face-to-face interactions
  - Feeds “on demand”
  - Demonstrates warmth and affection
  - Responds rapidly and positively to cues

What roles do parents play in producing attachment?

Fathers

- Expressions of nurturance, warmth, affection, support, and concern are extremely important to infant emotional and social well-being
Developmental Diversity

*Does attachment differ across cultures?*

- Research findings suggest human attachment is not as culturally universal as Bowlby predicted
- Certain attachment patterns seem more likely among infants of particular cultures:
  - Germany
  - Israel and Japan
  - China and Canada

Feldman’s Conclusions

- Attachment is viewed as susceptible to cultural norms and expectations
- Cross-cultural and within-cultural differences reflect nature of measure employed and expectations of various cultures
Feldman’s Conclusions (contd.)

- Attachment should be viewed as a general tendency, that varies in way it is expressed according to how actively caregivers in a society seek to instill independence in their children.

- Secure attachment, as defined by the Western-oriented Strange Situation, is seen earliest in cultures that promote independence, but may be delayed in societies in which independence is less important cultural value.