


1

Twelfth Edition

Child Development

by John W. Santrock
University of Texas at Dallas

 McGraw-Hill Higher Education

Power Point slides prepared by Leonard R. Mendola, Ph.D.
Touro College

McGraw-Hill Copyright © 2009 The McGraw-Hill Companies, Inc. All rights reserved.

2

Emotional Development Chapter 10 Outline

Exploring Emotion

- What Are Emotions?
- A Functionalist View of Emotions
- Regulation of Emotion
- Emotional Competence

Development of Emotion

- Infancy
- Early Childhood
- Middle and Late Childhood

McGraw-Hill Copyright © 2009 The McGraw-Hill Companies, Inc. All rights reserved.

3

Emotional Development Chapter 10 Outline (continued)

Temperament

- Describing and Classifying Temperament
- Biological Foundations and Experience
- Goodness of Fit Parenting

Social Orientation/Understanding, Attachment, and Child Care

- Social Orientation/Understanding
- Attachment
- Child Care

McGraw-Hill Copyright © 2009 The McGraw-Hill Companies, Inc. All rights reserved.

Chapter 10 Preview

For many years, emotion was neglected in the study of children's development.

Today, emotion is increasingly important in conceptualizations of development. Even infants show different emotional styles, display varying temperaments, and begin to form emotional bonds with their caregivers.

In this chapter, we will study the roles of temperament and attachment in development. We will examine emotion itself, exploring the functions of emotions in children's lives and the development of emotion from infancy through adolescence.

Exploring Emotions (cont.)

What Are Emotions?

Emotion

- feeling, or affect, that occurs when a person is in a state or an interaction that is important to him or her, especially to his or her well-being (Campos, 2005)

Exploring Emotions (cont.)

What Are Emotions? (continued)

Positive emotions

- include enthusiasm, joy, love

Negative emotions

- include anxiety, anger, guilt, sadness

– Emotions are influenced by biological foundations and experience.

Charles Darwin (1872/1965)

- the facial expressions of humans are:
 - innate, not learned
 - the same in all cultures around the world
 - evolved from the emotions of animals

Exploring Emotions (cont.)

What Are Emotions? (continued)

- Today, psychologists still believe the emotions, especially facial expressions of emotions, have a strong biological foundation (Goldsmith, 2002).
- However, display rules—when, where, and how emotions should be expressed—are not culturally universal (Shiraev & Levy, 2007; Triandis, 1994).
- The biological foundations of emotion involve the development of the nervous system (Kagan, 2007).

Exploring Emotions (cont.)

What Are Emotions? (continued)

- Emotions are linked with early developing regions of the human nervous system, including structures of the limbic system and the brain stem (Lewis & Steiben, 2004; Thompson, Easterbrooks, & Walker, 2003).
- As children develop, maturation of the cerebral cortex allows a decrease in unpredictable mood swings and an increase in the self-regulation of emotion.
- Caregivers play a role in the infant's neurobiological regulation of emotions (Repetti, Taylor, & Saxbe, 2007; Thompson, 2006).

Exploring Emotions (cont.)

A Functionalist View of Emotion

Developmentalists

- view emotions as the result of individuals' attempts to adapt to specific contextual demands (Saarni & others, 2006)
- A person's emotional responses cannot be separated from the situations in which they are evoked.

Functionalist

- view emotions as relational rather than strictly internal, intrapsychic phenomena (Saarni & others, 2006)
- Emotions are linked with an individual's goals in a variety of ways (Saarni & others, 2006).

Exploring Emotions (cont.)

Regulation of Emotion

- effectively managing arousal to adapt and reach a goal
- Arousal involves a state of alertness or activation, which can reach levels that are too high for effective functioning.

Exploring Emotions (cont.)

Regulation of Emotion (continued)

Some developmental trends in regulating emotion during childhood (Eisenberg, 1998, 2001):

- external and internal resources
- cognitive strategies
- self-regulation of arousal
- situations and relationships
- coping with stress

Exploring Emotions (cont.)

Regulation of Emotion (continued)

Parents can help children learn to regulate their emotions (Denham, Bassett, & Wyatt, 2007; Spinrad & others, 2007).

- **Emotion-coaching**
 - Parents:
 - monitor their children's emotions
 - view their children's negative emotions as opportunities for teaching
 - assist children in labeling emotions
 - coach children in how to deal effectively with emotions
- **Emotion-dismissing**
 - Parents view their role as to deny, ignore, or change negative emotions.

Exploring Emotions (cont.)

Emotional Competence

- focuses on the adaptive nature of emotional experience
- Carolyn Saarni believes that becoming emotionally competent involves developing a number of skills in social contexts (1999; Saarni & others, 2006).
- As children acquire these emotional competence skills in a variety of contexts, they are more likely to effectively manage their emotions, become resilient in the face of stressful circumstances, and develop more positive relationships (Denham, Bassett, & Wyatt, 2007; Saarni & others, 2006).

Exploring Emotions (cont.)

Emotional Competence involves Developing a Number of Skills in Social Contexts

Skill	Example
Awareness of one's emotional states	Being able to differentiate whether sad or anxious
Detecting others' emotions	Understanding when another person is sad rather than afraid
Using the vocabulary of emotion items in socially and culturally appropriate ways	Appropriately describing a social situation in one culture's when a person is feeling distress
Empathic and sympathetic sensitivity to others' emotional experience	Being sensitive to others when they are feeling distressed
Recognizing that inner emotional states do not have to correspond to outer expressions	Recognizing that one can feel very angry yet manage one's emotional expression so that it appears more neutral
Adaptively coping with negative emotions by using self-regulatory strategies that reduce the intensity or duration of such emotional states	Reducing anger by walking away from an aversive situation and engaging in an activity that takes one's mind off of the aversive situation
Awareness that the expression of emotions plays a major role in relationships	Knowing that expressing anger toward a friend on a regular basis is likely to harm the friendship
Viewing oneself overall as feeling the way one wants to feel	Feeling like one can cope effectively with the stress in one's life and feeling that one is doing this successfully

Development of Emotion

Infancy

Early Emotions

– Michael Lewis (2007) distinguishes between *primary emotions* and *self-conscious emotions*.

• Primary Emotions

- present in humans and animals
- appear in the 1st 6 months of the human infant's development
- include surprise, interest, joy, anger, sadness, fear, disgust

Development of Emotion (cont.)

Infancy (continued)

Early Emotions (continued)

- **Self-Conscious Emotions**

- require self-awareness that involves consciousness and a sense of "me"
- include jealousy, empathy, embarrassment, pride, shame, guilt
- occur for 1st time at some point in the 2nd ½ half of the 1st year through the 2nd year

Development of Emotion (cont.)

The First Appearance of Different Emotions



Joy



Sadness



Fear



Surprise

Development of Emotion (cont.)

Expression of Different Emotions in Infants



Development of Emotion (cont.)

Infancy (continued)

Emotional Expression and Social Relationships

- The ability of infants to communicate emotions permits coordinated interactions with their caregivers and the beginning of an emotional bond between them.
- Infants also modify their emotional expressions in response to their parents' emotional expressions.
- These interactions are *reciprocal* or *synchronous* when all is going well.

Development of Emotion (cont.)

Infancy (continued)

Crying

- the most important mechanism newborns have for communicating with their world
 - **Basic cry**
 - A rhythmic pattern usually consisting of a cry, a briefer silence, a shorter whistle that is higher pitched than the main cry, and then a brief rest before the next cry.
 - **Anger cry**
 - A variation of the basic cry, with more excess air forced through the vocal cords.
 - **Pain cry**
 - A sudden, long, initial loud cry followed by breath holding; it is stimulated by a high-intensity stimulus.

Development of Emotion (cont.)

Infancy (continued)

Smiling

- another important way that infants communicate emotions
 - **Reflexive smile**
 - smile that does not occur in response to external stimuli
 - appears during the month after birth, usually during sleep
 - **Social smile**
 - smile in response to an external stimulus, typically in response to a face
 - occurs around age 2-3 months

Development of Emotion (cont.)

Infancy (continued)

Fear

- one of the baby's earliest emotions
- **Stranger anxiety**
 - infant's fear and wariness of strangers
 - 1st appears at about 6 months of age as wary reactions
 - more intense by 9 months
 - continues to escalate through the infant's 1st birthday
- **Separation protest**
 - crying when the caregiver leaves
 - peaks about 15 months for U.S. infants

Development of Emotion (cont.)

Infancy (continued)

Fear (continued)

- Not all infants show distress when they encounter a stranger.
- depends on the social context and the characteristics of the stranger
- less stranger anxiety when in familiar settings
- less likely to show stranger anxiety when they feel secure
- Who the stranger is and how the stranger behaves also influence stranger anxiety in infants.

Development of Emotion (cont.)

Separation Protest in Four Cultures



Development of Emotion (cont.)

Infancy (continued)

Emotional Regulation and Coping

- During the 1st year of life, the infant gradually develops an ability to inhibit, or minimize, the intensity and duration of emotional reactions.
- The caregivers' actions influence the infant's neurobiological regulation of emotions (Saami & others, 2006; Thompson, 2006; Thompson, Easterbrooks, & Walker, 2003).
- By soothing the infant, caregivers help infants to modulate their emotion and reduce the level of stress hormones (Gunnar & Quevado, 2007).
- Many developmentalists believe it is a good strategy for a caregiver to soothe an infant before the infant gets into an intense, agitated, uncontrolled state (Thompson, 1994).

Development of Emotion (cont.)

Infancy (continued)

Emotional Regulation and Coping (continued)

- Later in infancy, when they become aroused, infants sometimes redirect their attention or distract themselves in order to reduce their arousal (Grolnick, Bridges, & Connell, 1996).
- By 2 years of age, toddlers can use language to define their feeling states and the context that is upsetting them (Kopp & Neufeld, 2002).
- Another technique for calming young infants is **swaddling**:
 - wrapping a young baby in a blanket

Development of Emotion (cont.)

Early Childhood

Self-Conscious Emotions

- require that children be able to refer to themselves and be aware of themselves as distinct from others
 - **Pride**
 - expressed when children feel joy as a result of the successful outcome of a particular action
 - **Shame**
 - emerges when children perceive they have not met standards or goals
 - **Guilt**
 - emerges when children judge their behavior to be a failure

Development of Emotion (cont.)

Early Childhood (continued)

Young Children's Emotion Language and Understanding of Emotion

- important changes in emotional development- *ability to talk* about emotions and increased *understanding of emotion* (Kuebli, 1994)
- Between 2 and 4 years of age, children considerably increase the number of terms they use to describe emotions (Ridgeway, Waters, & Kuczaj, 1985).
- Children are also learning about the causes and consequences of feelings (Denham, 1998; Denham, Bassett, & Wyatt, 2007).

Development of Emotion (cont.)

Early Childhood (continued)

Young Children's Emotion Language and Understanding of Emotion (continued)

- By 4 to 5 years of age
 - show increased ability to reflect on emotions
 - begin to understand that the same event can elicit different feelings in different people.
 - show growing awareness that they need to manage their emotions to meet social standards (Bruce, Olen, & Jensen, 1999)

Development of Emotion (cont.)

Middle and Late Childhood

Many children show marked improvement in understanding and managing their emotions. However, in some instances, as when they experience stressful circumstances, their coping abilities can be challenged.

Developmental Changes in Emotion:

- development of capacity for genuine empathy
- marked improvements in ability to suppress or conceal negative emotional reactions
- use of self-initiated strategies for redirecting feelings
- increased tendency to take into fuller account the events leading to emotional reactions
- improved emotional understanding

Development of Emotion (cont.)

Middle and Late Childhood (continued)

Coping with Stress

- As children get older, they:
 - are able to more accurately appraise a stressful situation and determine how much control they have over it
 - generate more coping alternatives to stressful conditions and use more cognitive coping strategies (Saarni & others, 2006).
 - are better at reframing, or changing one’s perception of a stressful situation
- By 10 years of age
 - most are able to use cognitive strategies to cope with stress (Saarni & others, 2006)

Development of Emotion (cont.)

Middle and Late Childhood (continued)

Coping with Stress (continued)

- Children who have a number of coping techniques have the best chance of adapting and functioning competently in the face of traumatic events.
- Some recommendations for helping children cope with stress (Gurwitch & others, 2001, pp. 4–11):
 - Reassure children of their safety and security.
 - Protect children from re-exposure to frightening situations and reminders of the trauma.
 - Encourage children to talk about any disturbing or confusing feelings.
 - Help children make sense of what happened.
 - Allow children to retell events and be patient in listening to them.

Temperament

Describing and Classifying Temperament

Chess and Thomas’ Classification

- **Easy child**
 - generally in a positive mood
 - quickly establishes regular routines in infancy
 - adapts easily to new experiences
- **Difficult child**
 - reacts negatively and cries frequently
 - engages in irregular daily routines
 - slow to accept change
- **Slow-to-warm-up child**
 - low activity level
 - somewhat negative
 - displays a low intensity of mood

Temperament (cont.)

Describing and Classifying Temperament (continued)

Kagan's Behavioral Inhibition

- Another way of classifying temperament focuses on the differences between a shy, subdued, timid child and a sociable, extraverted, bold child.
- Jerome Kagan (2000, 2002; Kagan & Fox, 2006; Kagan & Snidman, 1991) regards shyness with strangers (peers or adults) as one feature of a broad temperament category called *inhibition to the unfamiliar*.
 - Inhibited children react to many aspects of unfamiliarity with initial avoidance, distress, or subdued affect, beginning about 7-9 months of age.
- Kagan has found that inhibition shows considerable stability from infancy through early childhood.

Temperament (cont.)

Describing and Classifying Temperament (continued)

Rothbart and Bates' Classification

- Mary Rothbart and John Bates (2006) argue that that 3 broad dimensions best represent what researchers have found to characterize the structure of temperament:
 - extraversion/surgency
 - negative affectivity
 - effortful control (self-regulation)

Temperament (cont.)

Biological Foundations and Experience

Biological Influences

- Physiological characteristics have been linked with different temperaments (Rothbart & Bates, 1998, 2006).

The Contemporary view:

- **Temperament:** biologically based but evolving aspect of behavior
- Temperament evolves as the child's experiences are incorporated into a network of self-perceptions and behavioral preferences that characterize the child's personality (Thompson & Goodvin, 2005).

Temperament (cont.)

Biological Foundations and Experience (continued)

Developmental Connections

- Activity level is an important dimension of temperament.
- From adolescence into early adulthood:
 - Most individuals show fewer emotional mood swings, become more responsible, and engage in less risk-taking behavior, which reflects discontinuity (Caspi, 1998).
 - Researchers have found that individuals with an inhibited temperament in childhood are less likely as adults to be assertive or to experience social support, and more likely to delay entering a stable job track (Wachs, 2000).

Temperament (cont.)

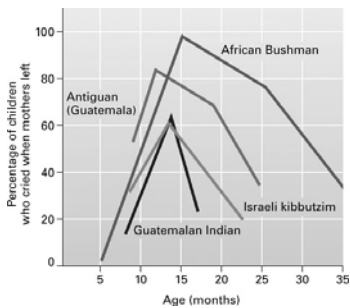
Biological Foundations and Experience (continued)

Developmental Contexts

- Physiological and heredity factors are likely involved in continuity.
- Theodore Wachs (1994, 2000) proposed ways that linkages between temperament in childhood and personality in adulthood might vary depending on the contexts in individuals' experience.
- Gender can be an important factor shaping the context that influences the fate of temperament.
- Many aspects of a child's environment can encourage or discourage the persistence of temperament characteristics (Rothbart & Bates, 2006).

Temperament (cont.)

Temperament in Childhood, Personality in Adulthood, and Intervening Contexts



Temperament (cont.)

Goodness of Fit and Parenting

Goodness of fit

- match between a child's temperament and environmental demands the child must cope with

Parenting strategies:

- attention to and respect for individuality
- structuring the child's environment
- "difficult child" and packaged parenting programs

Social Orientation/Understanding, Attachment, and Child Care

Social Orientation/Understanding

- Infants show a strong interest in the social world and are motivated to orient to it and understand it.

Social Orientation

- **Face-to-face play:**
 - often begins to characterize caregiver-infant interactions when the infant is about 2-3 months of age
 - may include vocalizations, touch, and gestures (Leppanen & others, 2007)
- By 2-3 months of age, infants respond differently to people than objects, showing more positive emotion to people than inanimate objects, such as puppets (Legerstee, 1997).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Social Orientation/Understanding (continued)

Still-face paradigm:

- caregiver alternates between engaging in face-to-face interaction with the infant and remaining still and unresponsive
 - frequency of face-to-face play decreases after 7 months of age as infants become more mobile (Thompson, 2006)
 - Between 18-24 months of age, children markedly increase their imitative and reciprocal play, such as imitating nonverbal actions like jumping and running (Eckerman & Whitehead, 1999).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Social Orientation/Understanding (continued)

Intention, Goal-Directed Behavior, and Cooperation

- perceiving people as engaging in intentional and goal-directed behavior
- occurs toward the end of 1st year (Laible & Thompson, 2007; Thompson, 2006)
- Joint attention and gaze help the infant to understand that people have intentions (Meltzoff, 2007; Tomasello & Carpenter, 2007).
- At about 10-11 months of age, joint attention intensifies and infants begin to follow the caregiver's gaze.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Social Orientation/Understanding (continued)

Social Referencing

- term used to describe "reading" emotional cues in others to help determine how to act in a particular situation
- helps infants interpret ambiguous situations more accurately (de Rosnay & others, 2006; Thompson, 2006)
- Infants become better at social referencing in the 2nd year of life.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment

What Is Attachment?

- close emotional bond between 2 people
 - Freud
 - oral satisfaction
 - Harlow
 - contact comfort
 - Erikson
 - physical comfort and sensitivity

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

What Is Attachment? (continued)

–Bowlby

- Infants and caregivers are biologically predisposed to form attachments
- Attachment develops in a series of phases, moving from a baby's general preference for human beings to a partnership with primary caregivers.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Contact Time with Wire and Cloth Surrogate Mothers

	Child A	Child B
Initial Temperament Trait: Inhibition		
Intervening Context		
Caregivers	Caregivers (parents) who are sensitive and accepting, and let the child set his or her own pace.	Caregivers who use inappropriate "low level control" and attempt to force the child into new situations.
Physical Environment	Presence of "stimulus shelters" or "defensible spaces" that the children can retreat to when there is too much stimulation.	The child continually encounters noisy, chaotic environments that allow no escape from stimulation.
Peers	Peer groups with other inhibited children with common interests, so the child feels accepted.	Peer groups consist of athletic extraverts, so the child feels rejected.
Schools	School is "undermanned" so inhibited children are more likely to be tolerated and feel they can make a contribution.	School is "overmanned" so inhibited children are less likely to be tolerated and more likely to feel undervalued.
Personality Outcomes		
	As an adult, individual is closer to extraversion (outgoing, sociable) and is emotionally stable.	As an adult, individual is closer to introversion and has more emotional problems.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Bowlby (continued)

- Bowlby's conceptualization of attachment (Schaffer, 1996):
 - **Phase 1: From birth to 2 months.**
 - Infants instinctively direct their attachment to human figures. Strangers, siblings, and parents are equally likely to elicit smiling or crying from the infant.
 - **Phase 2: From 2 to 7 months**
 - Attachment becomes focused on 1 figure, usually the primary caregiver, as the baby gradually learns to distinguish familiar from unfamiliar people.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Bowlby (continued)

- **Phase 3: From 7 to 24 months**
 - Specific attachments develop.
 - With increased locomotor skills, babies actively seek contact with regular caregivers, such as the mother or father.
- **Phase 4: From 24 months on**
 - Children become aware of others' feelings, goals, and plans and begin to take these into account in forming their own actions.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Individual Differences in Attachment

- **Ainsworth (1979)**
 - Some babies have a more positive attachment experience than others.
- **Strange situation:**
 - observational measure of infant attachment that requires the infant to move through a series of introductions, separations, and reunions with the caregiver and an adult stranger in a prescribed order

Social Orientation/Understanding, Attachment, and Child Care (cont.)

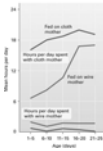
Attachment (continued)

Attachment styles based on the strange situation

- **Secure attached**
 - babies use the caregiver as a secure base from which to explore the environment
- **Insecure avoidant**
 - babies show insecurity by avoiding the mother
- **Insecure resistant**
 - babies often cling to the caregiver, then resist her by fighting against the closeness, perhaps by kicking or pushing away
- **Insecure disorganized**
 - babies are disorganized and disoriented

Social Orientation/Understanding, Attachment, and Child Care (cont.)

The Ainsworth Strange Situation



Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Evaluating the Strange Situation

- may have a cultural bias
- may not generalize to natural environment
- does not necessarily predict attachment later in life
- too much emphasis is placed on the attachment bond in infancy

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Interpreting Differences in Attachment

- Ainsworth- secure attachment in the 1st year of life provides an important foundation for psychological development later in life
- For some children, early attachments seem to foreshadow later functioning (Dallaire & Weinraub, 2007; Sroufe & others, 2005 a, b; Steele & others, 2007).
- Not all research reveals the power of infant attachment to predict subsequent development.
- Some developmentalists believe that too much emphasis has been placed on the attachment bond in infancy, especially exclusive care of the child by the mother (Newcombe, 2007).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Interpreting Differences in Attachment (continued)

- Attachment theory ignores the diversity of socializing agents and contexts that exists in an infant's world.
- A culture's value system can influence the nature of attachment (Cole & Tan, 2007; Kagitcibasi, 2007; Saarni & others, 2006).
- There is ample evidence that security of attachment is important to development (Berlin & others, 2007; Thompson, 2006).
- Secure attachment in infancy is important because it reflects a positive parent-infant relationship and provides the foundation that supports healthy socioemotional development in the years that follow.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Caregiving Styles and Attachment

- *Securely attached* babies have caregivers who are sensitive to their signals and are consistently available to respond to their infants' needs (Gao, Elliott, & Waters, 1999; Main, 2000).
- Caregivers of *insecurely attached* babies often don't respond to their babies' signals and have little physical contact with them.
- Caregivers of *resistant babies* tend to be inconsistent, sometimes responding, sometimes not.
- Caregivers of *disorganized babies* often neglect or physically abuse them.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Mothers and Fathers as Caregivers

- An increasing number of U.S. fathers stay home full-time with their children (Wong & Rochlen, 2008).
- A large portion of the full-time fathers have career-focused wives who provide the main family income.
- A recent study revealed that the stay-at-home fathers were as satisfied with their marriage as traditional parents, although they indicated that they missed their daily life in the workplace (Rochlen & others, 2007).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Child Care

- Many U.S. children today experience multiple caregivers.
- Most do not have a parent staying home to care for them

Parental leave

- Today, far more young children are in child care than at any other time in history.
- About 2 million children in the United States currently receive formal, licensed child care, and uncounted millions of children are cared for by unlicensed baby-sitters.
- Many U.S. adults cannot receive paid leave from their jobs to care for their young children.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Diversity in Children’s Development

Child-Care Policies Around the World

– Sheila Kammerman (1989, 2000a, b) has conducted extensive examinations of parental leave policies around the world.

- Policies vary in:
 - eligibility criteria
 - leave duration
 - benefit level
 - extent to which parents take advantage of these policies

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Diversity in Children’s Development (continued)

Child-Care Policies Around the World (continued)

– Europe led the way in creating new standards of parental leave:

- The European Union (EU) mandated a paid 14-week maternity leave in 1992.
- Among advanced industrialized countries, the U.S. grants the shortest period of parental leave and is among the few countries that offers only unpaid leave (Australia and New Zealand are the others).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Diversity in Children’s Development (continued)
Child-Care Policies Around the World (continued)

– There are five types of parental leave from employment:

- **Paternity Leave.**
 - usually much briefer than maternity leave
 - may be especially important when 2nd child is born and the 1st child requires care
- **Maternity Leave**
 - In some countries, the pre-birth leave is compulsory as is a 6-10 week leave following birth.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Diversity in Children’s Development (continued)
Child-Care Policies Around the World (continued)

- **Parental Leave**
 - gender-neutral
 - usually follows maternity leave
 - allows either women or men to share the leave policy or choose which of them will use it
 - In 1998, the European Union mandated a 3-month parental leave
- **Child-Rearing Leave**
 - In some countries, this is a supplement to a maternity leave or a variation on a parental leave.
 - usually longer than a maternity leave
 - typically paid at a much lower level

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Diversity in Children’s Development (continued)
Child-Care Policies Around the World (continued)

- **Family Leave**
 - covers reasons other than the birth of a new baby
 - can allow time off from employment to:
 - care for an ill child or other family members
 - accompany a child to school for the first time
 - visit a child’s school
 - Sweden has one of the most extensive leave policies.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Variations in Child Care

- The U.S. does not have a policy of paid leave for child care.
- Many factors influence the effects of child care:
 - age of the child
 - type of child care
 - quality of the program
- Some child care providers are professionals; others are untrained adults who want to earn extra money.
- A recent analysis revealed that in general, quality of child care was higher in nonprofit, non-religiously affiliated centers, intermediate in nonprofit religiously affiliated centers, and lowest in for-profit chains (Sosinsky, Lord, & Zigler, 2007).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Variations in Child Care (continued)

- Use of different types of child care varies by ethnicity (Johnson & others, 2003).
 - Latino families are far less likely than non-Latino White and African American families to have children in child-care centers (11 percent, 20 percent, and 21 percent respectively in one recent study (Smith, 2002).
 - African American and Latino families often rely on family-based care, especially by grandmothers.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Variations in Child Care (continued)

- The type of child care makes a difference.
 - Researchers have found that children show more stress when they spend long hours in center-based care than in other types of care (Sagi & others, 2002).
 - Children who have a fearful or easily frustrated temperament style are often the most negatively influenced by spending long hours in center-based care (Burrous, Crockenberg, & Leekes, 2005).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Variations in Child Care (continued)

- Quality also makes a difference.
- The demonstration program developed by Jerome Kagan and his colleagues (Kagan, Kearsley, & Zelazo, 1978) at Harvard University is exemplary.
 - The child-care center included a pediatrician, a non-teaching director, and an infant-teacher ratio of 3 to 1.
 - Teachers' aides assisted at the center.
 - The teachers and aides were trained to smile frequently, to talk with the infants, and to provide them with a safe environment, which included many stimulating toys.
 - No adverse effects of child care were observed in this project.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Attachment (continued)

Variations in Child Care (continued)

- Children are more likely to experience poor-quality child care if they come from families with few resources (psychological, social, and economic) (Lamb, 1994).
- Many researchers have examined the role of poverty in quality of child care (Burchinal, 2006; Coley, Li-Grining, & Chase-Landsdale, 2006).
- A recent study revealed that children from low-income families benefited in terms of school readiness and language development when their parents selected higher quality child care (McCartney & others, 2007).

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Research in Child Development

A National Longitudinal Study of Child Care

- A major, ongoing longitudinal study of U.S. child care was initiated by the National Institute of Child Health and Human Development (NICHD) in 1991.
 - Data were collected on a diverse sample of almost 1,400 children and their families at 10 locations across the United States over a period of 7 years.
 - Researchers used multiple methods (trained observers, interviews, questionnaires, and testing).
 - They measured many facets of children's development, including physical health, cognitive development, and socioemotional development.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Research in Child Development (continued)

A National Longitudinal Study of Child Care (continued)

- Some of the results (NICHD Early Child Care Network, 2001, 2002, 2003, 2004, 2005, 2006):

– Patterns of Use

- Many families placed their infants in child care very soon after the child's birth, and there was considerable instability in the child care arrangements.

– Quality of Care

- An alarming conclusion is that a majority of the child care in the 1st 3 years of life was of unacceptable low quality.

Social Orientation/Understanding, Attachment, and Child Care (cont.)

Research in Child Development (continued)

Child-care expert Kathleen McCartney (2003, p.4) offered some strategies parents can follow in regard to child care:

- Recognize that the quality of your parenting is a key factor in your child's development.
- Make decisions that will improve the likelihood you will be good parents.
- Monitor your child's development.
- Take some time to find the best child care.

E-LEARNING TOOLS

To help you master the material in this chapter, visit the Online Learning Center for Child Development, twelfth edition at:

<http://www.mhhe.com/santrockcd12>
