

An enduring emotional bond between people is known as

- love.
- synchrony.
- attachment.
- unionization.

Check Answer

Attachment is classified into four types: A, B, C, and D. Ainsworth's original schema differentiated only three types of attachment (types A, B, and C), but, as mentioned above, later researchers discovered a fourth category (type D). As we explore styles of attachment below, consider how these may also be evidenced in adult relationships. We'll come back to this idea in later modules.

Types of Attachments

Secure

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be met in a timely and consistent way. The caregiver is the base for exploration, providing assurance and enabling discovery. In North America, this interaction may include an emotional connection in addition to adequate care. However, even in cultures where mothers do not talk, cuddle, and play with their infants, secure attachments can develop (LeVine et. al., 1994). Secure attachments can form provided the child has consistent contact and care from one or more caregivers. Consistency of contacts may be jeopardized if the infant is cared for in a daycare with a high turn-over of caregivers or if institutionalized and given little more than basic physical care. And while infants who, perhaps because of being in orphanages with inadequate care, have not had the opportunity to attach in infancy can form initial secure attachments several years later, they may have more emotional problems of depression or anger, or be overly friendly as they make adjustments (O'Connor et. al., 2003).

Insecure Resistant/Ambivalent

Insecure-resistant/ambivalent (type C) attachment style is marked by insecurity and resistance to engaging in activities or play away from the caregiver. It is as if the child fears that the caregiver will abandon them and clings accordingly. (Keep in mind that clingy behavior can also just be part of a child's natural disposition or temperament and does not necessarily reflect some kind of parental neglect.) The child may cry if separated from the caregiver and also cry upon their return. They seek constant reassurance that never seems to satisfy their doubt. This type of insecure attachment might be a result of not having their needs met in a consistent or timely way. Consequently, the infant is never sure that the world is a trustworthy place or that he or she can rely on others without some anxiety. A caregiver who is unavailable, perhaps because of marital tension, substance abuse, or preoccupation with work, may send a message to the infant they cannot rely on having their needs met. A caregiver who attends to a child's frustration can help teach them to be calm and to relax. But an infant who receives only sporadic attention when experiencing discomfort may not learn how to calm down.

Insecure-Avoidant

Insecure-avoidant (type A) is an attachment style marked by insecurity. This style is also characterized by a tendency to avoid contact with the caregiver and with others. This

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avoidant child learns to be more independent and disengaged. Such a child might sit passively in a room filled with toys until it is time to go.

Disorganized

Disorganized attachment (type D) represents the most insecure style of attachment and occurs when the child is given mixed, confused, and inappropriate responses from the caregiver. For example, a mother who suffers from schizophrenia may laugh when a child is hurting or cry when a child exhibits joy. The child does not learn how to interpret emotions or to connect with the unpredictable caregiver.

How common are the attachment styles among children in the United States? It is estimated that about 65 percent of children in the United States are securely attached. Twenty percent exhibit avoidant styles and 10 to 15 percent are resistant. Another 5 to 10 percent may be characterized as disorganized.

Try It

JaNola is said to be securely attached to her mother. Secure attachment makes a toddler

avoid contact with the caregiver and with others.

self-centered.

willing to explore.

cling to the mother.

Check Answer

Angie does not notice when her mother leaves the day-care center and ignores her mother when she returns. Angie's behavior is characteristic of a toddler with

insecure-resistant attachment.

secure attachment.

insecure-avoidant attachment.

disorganized attachment.

Check Answer

A sign of secure attachment is:

- refusing to let go of the caregiver's arm.
- attempting to be close to the caregiver.
- expressing fear and anger at the caregiver.
- playing aimlessly with no contact with the caregiver.

Check Answer

Expressions of insecure-resistant/ambivalent attachment include

playing happily.

clinging to the caregiver.

exploring a new toy.

ignoring the caregiver.

Check Answer

Psychosocial Development

Temperament

Perhaps you have spent time with a number of infants. How were they alike? How did they differ? Or compare yourself with your siblings or other children you have known well. You may have noticed that some seemed to be in a better mood than others and that some were more sensitive to noise or more easily distracted than others. These differences may be attributed to temperament. Temperament is an inborn quality noticeable

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differences. Generally, personality traits are learned, whereas temperament is genetic. Of course, for every trait, nature and nurture interact.

According to Chess and Thomas (1996), children vary on nine dimensions of temperament. These include activity level, regularity (or predictability), sensitivity thresholds, mood, persistence or distractibility, among others. These categories include the following:^[3]

1. Activity level. Does the child display mostly active or inactive states?
2. Rhythmicity or Regularity. Is the child predictable or unpredictable regarding sleeping, eating, and elimination patterns?
3. Approach-Withdrawal. Does the child react or respond positively or negatively to a newly encountered situation?
4. Adaptability. Does the child adjust to unfamiliar circumstances easily or with difficulty?
5. Responsiveness. Does it take a small or large amount of stimulation to elicit a response (e.g., laughter, fear, pain) from the child?
6. Reaction Intensity. Does the child show low or high energy when reacting to stimuli?
7. Mood Quality. Is the child normally happy and pleasant, or unhappy and unpleasant?
8. Distractibility. Is the child's attention easily diverted from a task by external stimuli?
9. Persistence and Attention Span. Persistence – How long will the child continue at an activity despite difficulty or interruptions? Attention span – For how long a period of time can the child maintain interest in an activity?

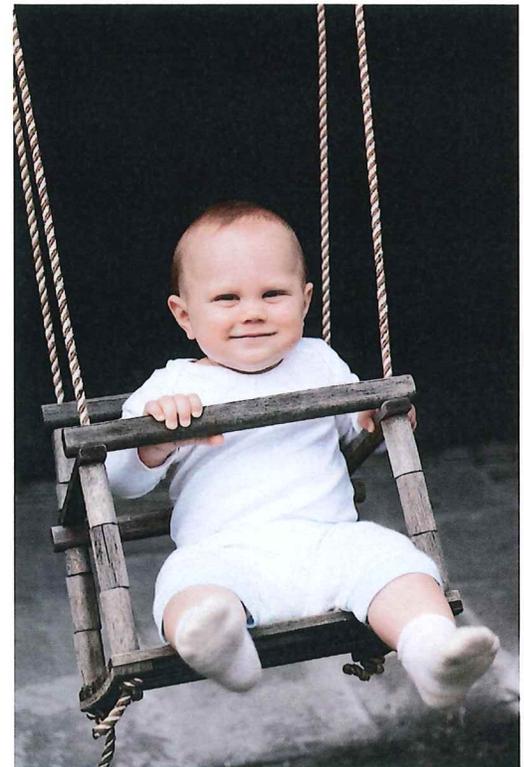


Figure 3. Babies are born with different temperaments. Some are slow-to-warm-up while others are easy-going.

The New York Longitudinal Study was a long term study of infants, on these dimensions, which began in the 1950s. Most children do not have their temperament clinically measured, but categories of temperament have been developed and are seen as useful in understanding and working with children. Based on this study, babies can be described according to one of several profiles: easy or flexible (40%), slow to warm up or cautious

Easy babies (40% of infants) have a positive disposition. Their body functions operate regularly and they are adaptable. They are generally positive, showing curiosity about new situations and their emotions are moderate or low in intensity. Difficult babies (10% of infants) have more negative moods and are slow to adapt to new situations. When confronted with a new situation, they tend to withdraw. Slow-to-warm babies (15% of infants) are inactive, showing relatively calm reactions to their environment. Their moods are generally negative, and they withdraw from new situations, adapting slowly. The undifferentiated (35%) could not be consistently categorized. These children show a variety of combinations of characteristics. For example, an infant may have an overall positive mood but react negatively to new situations.

No single type of temperament is invariably good or bad, however, infants with difficult temperaments are more likely than other babies to develop emotional problems, especially if their mothers were depressed or anxious caregivers (Garthus-Niegel et al., 2017). [4] Children's long-term adjustment actually depends on the **goodness-of-fit** of their particular temperament to the nature and demands of the environment in which they find themselves. Therefore, what appears to be more important than child temperament is how caregivers respond to it.

Think about how you might approach each type of child in order to improve your interactions with them. An easy or flexible child will not need much extra attention unless you want to find out whether they are having difficulties that have gone unmentioned. A slow to warm up child may need to be given advance warning if new people or situations are going to be introduced. A difficult or feisty child may need to be given extra time to burn off their energy. A caregiver's ability to accurately read and work well with the child will enjoy this **goodness-of-fit**, meaning their styles match and communication and interaction can flow. The temperamentally active children can do well with parents who support their curiosity but could have problems in a more rigid family.

It is this goodness-of-fit between child temperament and parental demands and expectations that can cause struggles. Rather than believing that discipline alone will bring about improvements in children's behavior, our knowledge of temperament may help a parent, teacher or other caregiver gain insight to work more effectively with a child. Viewing temperamental differences as varying styles that can be responded to accordingly, as op-

traits can be subdued. The child's style of reaction, however, is unlikely to change. Temperament doesn't change dramatically as we grow up, but we may learn how to work around and manage our temperamental qualities. Temperament may be one of the things about us that stays the same throughout development.

Try It

Amy is a slow to warm up child. Her mother understands this and gives advance warning if new people or situations are going to be introduced which allows Amy to adapt more easily. This is an example of

attachment.

goodness-of-fit.

difficult babies.

easy babies.

Check Answer

Read the article "[Lasting Effects of a Goodness- or Poorness-of-fit](#)" from [Psychology Today](#) to learn more about goodness-of-fit and poorness-of-fit.

Erikson's Stages for Infants and Toddlers

Trust vs. mistrust

Erikson maintained that the first year to year and a half of life involves the establishment of a sense of trust. Infants are dependent and must rely on others to meet their basic physical needs as well as their needs for stimulation and comfort. A caregiver who consistently meets these needs instills a sense of trust or the belief that the world is a safe and trustworthy place. The caregiver should not worry about overindulging a child's need for comfort, contact, or stimulation. This view is in sharp contrast with the Freudian view that a parent who overindulges the infant by allowing them to suck too long or be picked up too frequently will be spoiled or become fixated at the oral stage of development.



Figure 4. Exploring the environment allows the toddler to develop a sense of autonomy and independence.

Consider the implications for establishing trust if a caregiver is unavailable or is upset and ill-prepared to care for a child, or if a child is born prematurely, is unwanted, or has physical problems that could make them less desirable to a parent. However, keep in mind that children can also exhibit strong resiliency to harsh circumstances. Resiliency can be attributed to certain personality factors, such as

an easy-going temperament and receiving support from others. A positive and strong

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Autonomy vs. shame and doubt

As the child begins to walk and talk, an interest in independence or autonomy replaces their concern for trust. The toddler tests the limits of what can be touched, said, and explored. Erikson believed that toddlers should be allowed to explore their environment as freely as safety allows and, in doing so, will develop a sense of independence that will later grow to self-esteem, initiative, and overall confidence. If a caregiver is overly anxious about the toddler's actions for fear that the child will get hurt or violate others' expectations, the caregiver can give the child the message that they should be ashamed of their behavior and instill a sense of doubt in their abilities. Parenting advice based on these ideas would be to keep your toddler safe, but let them learn by doing. A sense of pride seems to rely on doing rather than being told how capable one is (Berger, 2005).

Try It

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John is 20 months old, and his mother is in a hurry. She wants to put his shoes on him, but John rejects her efforts by squirming and declaring, No! Me! It takes him five minutes, and his shoes end up on the wrong feet, but he proudly skips out to the car when he's done. John is in Erikson's _____ stage.

anal stage

trust vs. mistrust

autonomy vs. shame and doubt

oral stage

Check Answer