

## Emotions

IIE 366: Developmental  
Psychology  
Greg Francis  
Lecture 24

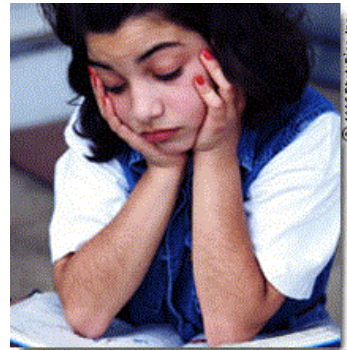
## Emotion

- I. Emotional Development:  
Understanding Causes of  
Emotions
- II. Temperament: Is a Restless  
Fetus an Active Baby?
- III. Attachment Across the  
Lifespan

### I. Emotional Development: Understanding Causes of Emotions

- By 2-3, children talk about emotions and causes
- 3 year olds can distinguish happy situations and fearful situations
- Distinguishing anger from sadness is much more difficult and develops more slowly.

### Why Is She Sad?



### Why Do Adults Feel Sad or Mad?

**A good friend who borrowed your car was in an accident. Your friend was not hurt but the car was totaled. Do you feel angry or sad?**

- Intentional *versus* Accidental Cause: She was going 100 mph in a school zone versus hit by a car that ran a stop sign.
- Presence of Something Aversive *versus* Absence of Something Liked: Without the car, you'll need to ride the bus to school versus another friend can give you a ride.
- A Goal That Can Be Reinstated *versus* One That Cannot: The car was a 1992 rust bucket versus a perfectly restored 1966 Mustang convertible.

**Why Do Adults Feel Sad or Mad?**

	Anger	Sadness
Intentional?	Yes	No
Aversive?	Yes	No
Reinstate?	Yes	No

**Levine (1995) study children's understanding of emotions**

- Studied 5- and 6-year-olds. Why? Because children at this age don't seem to judge anger and sadness as adults do.
- Read them stories in which events were changed so that they might elicit anger or sadness.

Jimmy loves to run around outside and play games. The game he loves to play most is baseball. One day, Jimmy and a friend are walking to the park because they want to play baseball. While they are walking, Jimmy trips over a branch, falls down, and hurts his leg. Jimmy goes to see the doctor. The doctor tells him that his leg is very weak. Jimmy can't play baseball for the rest of his life because his leg will never be strong again. Jimmy thinks about how he can't play baseball for the rest of his life.

- In the version you just read, the child suffered a loss, not intentionally, and the goal could not be reinstated. [For adults, all features associated with sadness.]
- For *intentional cause*, another child tripped Jimmy.
- For *the goal to be reinstated*, Jimmy would be able to play after his leg healed.
- For *an aversive state*, Jimmy has to stay inside (which he hates) until his leg heals.

**Results from Levine's study**

- Children more likely to feel anger when the event is aversive and more likely to feel sad when the event involves loss.
- Children more likely to feel anger when the goal could be reinstated and more likely to feel sad when it could not be.
- Intention had no impact on children's judgments.

**II. Temperament: Is a Restless Fetus an Active Baby?**



- Yes. DiPietro & colleagues measured fetal activity from 20 to 36 wk after conception. Also measured infants' temperament and activity at 3 and 6 months of age.
- More active fetuses at 36 weeks were more likely to be fussy and more active at 3 and 6 months.
- Before 36 weeks, activity level was not related to later development.

### III. Attachment Across the Lifespan

- Attachment is not a purely human trait
- Attachment in infancy reflects an internal working model of infant-parent relationships.
- Is this internal working model consistent across the lifespan? When infants with secure attachment grow up, do they view their childhood experiences through the same lens?

### Monkey studies

- Separated monkeys from mother
- Two "surrogate" mothers
- One cloth, one wire
- One would have bottle

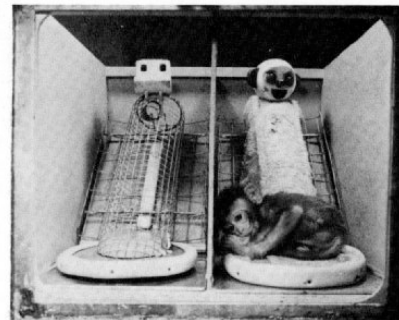


Figure 4. Wire and cloth mother surrogates.

### Amount of time Harlow monkey's spent with each Mom, based on who fed them

- Monkeys prefer the cloth "mother" regardless of which one feeds them

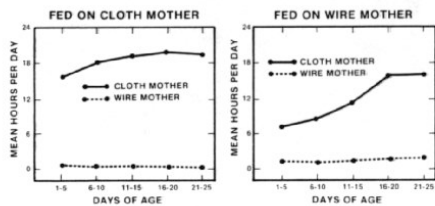


Figure 5. Time spent on cloth and wire mother surrogates.

- When afraid, monkeys always go to the cloth mother



Figure 14. Typical response to cloth mother surrogate in fear test.

**Waters et al. (2000)**

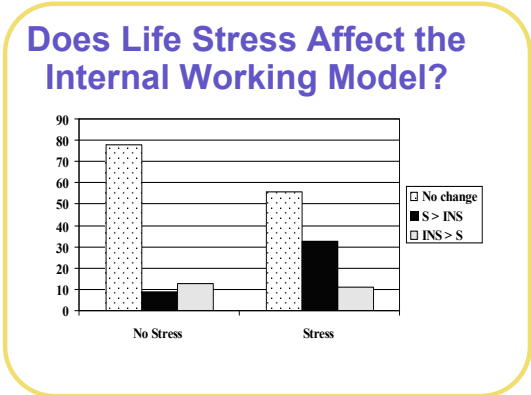
- Assessed attachment in 60 12-month-olds using Ainsworth's "Strange Situation"
- Administered Adult Attachment Interview to 50 of the original participants, who were now age 20-21.
- Also determined whether participants had experienced major negative life events (loss of parent, divorce, parental psychiatric disorder) before age 18.

**Classifications based on the Adult Attachment Interview**

- Autonomous*: adults describe childhood experiences objectively, including both positive and negative aspects of parents. [secure]
- Dismissive*: adults describe experiences in general terms, often idealizing their parents. [insecure]
- Preoccupied*: adults describe childhood emotionally, often expressing anger or confusion. [insecure]

**Is the Internal Working Model Stable?**

		As Infants	
		Secure	Insecure
As Adults	Secure	20	5
	Insecure	9	16



**Next time**

- Review for Exam 2
- Take Exam 2
- Sense of self