Chapter 8 and 9 PP Wrap-Up	Name	Date	Block
Emotions in Infancy			
• We are all born with the abi	lity to experience emotion	n, but emotions grow more con	nplex with age.
Emotions and Emotional Develop	ment		
 Babies learn emotions throu 	igh interaction with careg	ivers.	
 Because they don't have wo 	ords, crying is part of a ba	by's	
 Experiences and Temperame 	ent play the biggest role i	n determining a child's emotion	nal development.
Self-Comforting			
 Babies can find way to com 	fort themselves		
 Babies can develop special a 	attachments to objects the	ey use to self-comfort.	
 Two examples are thumb-su 	cking and pacifiers.		
 A common problem is known 	ving when to stop these be	ehaviors.	
Attachments and Emotional Deve	-		
•	are essentia	al to the healthy emotional deve	elopment of an infant.
 Attachments help babies but 	ild healthy, loving		_ later in life.
 At 11-12 months babies can 	begin to say "dada" and	"mama".	
Failure to Thrive			
 Attachments can be built this 	rough touch, consistent ca	are, and	·
 Touching increases the path 	ways that develop in a ba	by's brain.	
 Lack of love and attention c 	an cause		
Trust Vs. Mistrust			
 Erik Erikson states that a on 	ne-year-old child will lear	n to trust or mistrust.	
By showing	, ar	n infant learns to trust and feel	secure.
 Failure to respond to cries c 	auses a baby to learn to n	nistrust their caregiver.	
Emotional Climate of the Home			
•		stures, and facial expressions.	
Babies need to feel			
 Feelings of bitterness, mistr 	ust, and anger can hinder	the emotional development of	the infant.
Social Development and Learning	,		
•	is closely related	to emotional development.	
 Babies learn by observing _ 		and through imitation.	
 Parents need to model good 	behavior.		
 Babies develop better social 	lly if they get more positive	ve responses than negative one	s to their behaviors.
Stimulating Environment			
 Included activities that arou 	se a child's sense of sight	t, sound, touch, taste, or smell	
 Includes things like a 	· · · · · · · · · · · · · · · · · · ·		·
Sending Messages			
•		_	
 Smiling while expressing lo 			
 Smiling while giving disapp 	proval sends an		
 Babies become confused if 	they receive a positive res	sponse for a behavior one time,	and a negative response the
next			
Stranger Anxiety			
• Common in babies and is a		part of development.	
		w people and sitting calmly nex	t to the person.
 Usually starts occurring who 	en a baby is	of age.	

Social Development through Play

• Babies learn about the world around them through play.

•	Play strengthens all areas of growth and development.
•	Babies learn about interacting with others through play.
•	Babies use all senses to explore.
•	is the primary way children learn!
•	Playing together as a family can teach children trust, honesty, and taking turns.
eati	ng a Safe Play Environment
•	: to take steps to protect a child from possible dangers
•	A play environment is a comfortable space free of dangers and with toys that are safe and interesting.
•	Use things like safety gates, blankets, and other tools to help create this environment.
	Include toys that are
ഹദ	ing Safe Toys
•	Toys should be big enough that a baby cannot fit them all the way into
•	Choose toys that do not have small parts that babies can choke on or swallow. Babies can also get these stuck in
•	their nose or ears.
•	Choose toys and Activities that are for your child.
•	Developmentally appropriate: Toys, activities, and tasks that are suitable for a child at a specific age.
cou	raging Behaviors
•	You can help encourage a child to dress their self by: Buying loose fitting clothing and by allowing the child to
	choose their own clothes
cial	Development through Exploration
•	Babies need to
•	They explore with all of their senses: touch, vision, hearing, smell, and tastes.
•	Babies bring things to their mouths
•	Babies may repeatedly throw or drop things just to see what will happen.
•	Babies see as new toys.
•	Pulling themselves up on furniture is exploration.
ting	Limits
•	Setting Limits for a child is important to help the child: Develop Self-control, understand expectations, know what
	is acceptable behavior
ıgua	ige and Learning
•	When teaching babies to speak, use simple words and speak clearly so that the baby can follow what you are saying
•	If babies watch you do something and then they do it, it is called
	 Example: Watch their mom turn off the light by flipping the switch and then they do it too.
•	When giving directions to a child, give a limited number of brief directions because they forget long lists easily.
cour	aging Learning
•	Babies learn more and faster when their caregivers comfort, talk to, smile at, and play with them.
•	Encouragement to learn relies on the time, attention, and knowledge given to the child.
•	A caregiver can help a baby learn by talking to and playing games with the baby.
•	Showing pleasure and the baby to try new things.
ldin	g to Children
•	Reading to children helps prevent reading readiness for two reasons:
	 Finishing a book gives the child a sense of accomplishment The child associates
din	The child associates g Learning
•	Helping your child learn by purposefully pointing out new things, concepts, or ideas.
	 Example: A father takes his daughter to a construction site and points out different pieces of equipment and explains
	what they do.
•	REMEMBER TO HAVE FOR YOUR CHILD!