Chapter Objectives
After completing this chapter, you will be able to:

- **List** six basic emotions that babies experience.
- **Explain** the role of attachment in a baby’s emotional development.
- **Describe** how temperament affects a baby’s social development.
- **Explain** how the emotional climate of the home can affect a baby’s development.
- **Explain** how a baby learns social behavior.
- **Identify** how play and exploration help a baby develop socially.

Building Relationships
From the first moment she is born, a baby begins to develop relationships with her parents or caregivers. Use freewriting to describe your idea of a positive, healthy relationship.

**Writing Tips** To jumpstart your writing, it can be helpful to write out ideas freely. This is called freewriting. Use these tips to start freewriting:

1. Write everything that comes to mind, in any order.
2. Do not worry about having an introduction or conclusion. You can go back and revise later.
3. Focus on ideas. Correct your grammar and spelling after you are done writing.
Section 8.1 Understanding Emotional Development of Infants

Section 8.2 Understanding Social Development of Infants

Explore the Photo
This baby’s healthy bond with his caregiver can help him form healthy relationships later in life. Why do you think a baby’s early experiences can affect his self-esteem later in life?
Understanding Emotional Development of Infants

Reading Guide

Before You Read
Preview Look at each photo in this section and read the photo captions. Write one or two sentences explaining what you think the section will be about.

Read to Learn
Key Concepts
- List six basic emotions that babies experience.
- Explain the role of attachment in a baby's emotional development.
- Describe how temperament affects a baby's social development.
- Explain how the emotional climate of the home can affect a baby's development.

Main Idea
Caregivers play a large role in babies' emotional development, helping them learn to express feelings and develop a personal identity.

Content Vocabulary
- emotional development
- emotion
- colic
- reflux
- attachment
- failure to thrive
- temperament

Academic Vocabulary
You will find these words in your reading and on your tests. Use the glossary to look up their definitions if necessary.

- crucial
- hinder

Graphic Organizer
As you read, list things a caregiver can do to promote a baby's healthy emotional development. Use a chart like the one shown to help organize your information.

<table>
<thead>
<tr>
<th>Healthy Emotional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

Graphic Organizer Go to this book’s Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Standards

English Language Arts
NCTE 4 Use written language to communicate effectively.

Social Studies
NCSS I C Culture Apply an understanding of culture as an integrated whole that explains the functions and interactions of behavior patterns.
NCSS IV C Individual Development and Identity Describe influences that contribute to the development of a sense of self.
Emotions and Emotional Development

Emotional and social development begin at birth and continue throughout life. They are as important as physical development to becoming a healthy and happy adult.

Emotional development is the process of learning to recognize and express feelings and to establish a personal identity. A personal identity is a sense of being a unique individual. A child who experiences healthy emotional development will be self-confident. He or she will be able to handle stress and will have empathy for others.

The most important influences on a child's emotional development are the bond between the caregiver and the child, the temperament of the child, and the atmosphere of the home.

Emotions in Infancy

We are all born with the ability to experience emotions. An emotion is a feeling response to the world around us. Even newborns can feel basic emotions such as contentment and distress. Emotions grow more complex with age. Figure 8.1 on page 6 shows the development of some basic emotions during a child's first year.

Learning Emotions Through Interaction

Parents and caregivers play a large role in shaping a baby's emotions. Parents can encourage positive emotions. Parents can also help infants cope with negative emotions. Returning a baby's smile, for example, encourages his joyful expression. Rocking a frightened baby teaches her to become calm again after a scary experience.

Babies also learn from their caregivers to learn how to react to situations. A baby whose caregiver is often joyful may learn to approach life with happiness and interest. A baby whose caregiver is often anxious may learn to approach life with fear.

Emotions and Crying

Infants do not have words so they show many of their needs and emotions through crying. At around two months of age, babies start to vary their cries to express different feelings.

Healthy Emotional Development

Touch can help an infant develop healthy emotions. Why is physical touch important to emotional development?
Parents may eventually learn what each cry means. This adds to the baby’s comfort and encourages the expression of emotions. It also strengthens the parent-child bond.

Some babies rarely cry and are easy to comfort when they do. Often these babies are labeled as “easy” or “good” babies. Other babies may cry loudly and often. It can be difficult to comfort them.

A baby who is crying needs attention and care. How should you comfort him? First, check for a physical problem. Is the baby hungry? Does he need a diaper change? Is he cold or hot? Did he burp at the last feeding? If none of these is the cause and the baby does not seem ill, he probably needs something else. Perhaps he needs company or cuddling. These are real needs, too. Sometimes, babies just need help to go to sleep.

Getting to know the baby helps you to discover which comforting measures work best. Here are a few time-tested techniques.

- **Cuddle** Cuddle up with the baby in a rocking chair or hold the baby close while walking around. The combination of being held and rocked is soothing.
- **Move the Baby** Move the baby to a new position. The baby may be too young to roll over on her own. Try placing her in an infant seat so she can see what is happening.
- **Sing** Talk softly or sing to the baby. The tone and rhythm of your voice may comfort him.
- **Offer a Toy** Offer a toy to interest the baby. She may be bored and want something to do.
- **Massage** Stroke or gently rub the baby’s back. You can also try rubbing baby lotion on his back and legs.

---

**Figure 8.1 Development of Basic Emotions**

By nine months of age, babies experience and show many basic emotions. *How would you judge whether a baby was angry or sad?*

- **Parents and caregivers play a large role in shaping babies’ emotions. Basic emotions lead to more complex emotions—such as pride, shame, and embarrassment—later in life.**

- **Sadness** Very young babies express discomfort or unhappiness by crying.

- **Interest** Babies watch their mothers very closely. Often, this is the first sign of interest in babies.
Self-Comforting

Babies also find ways to comfort themselves. Many babies soothe themselves with a favorite blanket or stuffed toy. Babies may develop a special attachment to the object and use it for comfort when they are sleepy or anxious. Other babies comfort themselves by twisting their hair or by rocking themselves back and forth. Children usually give up these habits when they are ready.

Thumb Sucking

The most common self-comforting technique is sucking. A baby will suck on a thumb, a fist, or a pacifier. Sucking is a basic urge in infants. Many babies stop sucking their thumbs on their own at six or seven months of age, when their first teeth appear. Parents should only be concerned about thumb sucking if it starts to change the shape of a child's teeth or mouth. A pediatrician can check to see whether thumb sucking is causing physical problems.

Pacifiers

Many infants find comfort in sucking on a pacifier. A pacifier can help a baby calm down and fall asleep. Some people fear that pacifiers can cause physical or emotional harm. The American Academy of Pediatrics disagrees. The Academy recommends that, if using a pacifier, caregivers should use one that is the correct size and shape for their baby's age. The pacifier shield should be large enough to prevent the entire pacifier from fitting in the baby's mouth. Caregivers should sanitize a pacifier frequently. They should never tie a pacifier around a baby's neck or hand or use it as a replacement for food.

Joy

Babies show joy by smiling, perhaps in response to an adult who is making funny faces at them.

Anger

Babies show anger through crying. Signs of anger may appear as early as three to six months of age.

Disgust

Babies begin to show their dislikes very clearly.

Fear

Babies show fear by startling, turning away, and screaming, especially in response to strangers.
Uncontrollable Crying

It is normal for infants to cry between one and three hours a day. Some healthy babies cry more than this and can be difficult to comfort. Two common causes for excessive crying in infants are colic and reflux.

Colic

Some babies who cry for long periods may have colic. Colic is uncontrollable crying by an otherwise healthy baby. A colicky baby cries for three hours or more each day, for three or more days a week, for three weeks or more. Babies with colic usually cry at the same time each day. The crying is often worst between six o’clock in the evening and midnight. A colicky baby is difficult or impossible to comfort. The symptoms of colic are often the most intense when the baby is about six weeks old. These periods of crying usually end around three or four months of age.

Doctors are not sure why babies get colic. It may be caused by anxiety or allergies. It may be caused by gas in the stomach. Caregivers can try burping the baby more frequently or rubbing the baby’s belly. Colic may be caused by sensitivity to certain foods, such as milk or wheat. The solution can sometimes be as simple as eliminating a problem food. Breast-feeding mothers can try avoiding strong foods such as cabbage, onions, and spicy foods.

Reflux

If an infant cries constantly, she might have a physical problem, such as reflux. Reflux is a condition in which partially digested food rises in the throat. Reflux can cause forceful vomiting and intense crying. Parents should talk to their pediatrician if they cannot figure out why their baby is constantly crying. The doctor can advise a course of action to help and can prescribe medication if needed.

Helping a Baby Develop a Sense of Trust

Meeting a baby’s physical and emotional needs helps a baby build a sense of trust. Try these strategies to help a baby develop trust.

- **Follow a predictable routine.** Routine care helps a baby learn to trust a parent or caregiver. Establish regular times for feeding, baths, and naps.
- **Get to know the baby.** Appreciate the baby’s uniqueness. Learn about the baby’s likes and dislikes. Learn the baby’s signs for hunger, tiredness, and boredom.
- **Bond with the baby.** Spend time nurturing and holding the baby. Talk to the baby in a soft, positive tone. Smile and establish eye contact. Enjoy physical closeness.
- **Meet the baby’s needs.** Strive to meet a baby’s physical, social, and emotional needs. Provide loving care and affection.

Take Charge If you were a caregiver, how could you learn what a baby’s different cries mean? Write a one-page journal entry sharing your thoughts.
Attachment and Emotional Development

Attachments are crucial, or essential, to the healthy emotional development of an infant. An attachment is a baby’s bond to his or her main caregiver. A healthy attachment helps a baby develop trust, self-esteem, and social and emotional skills.

Attachment begins to develop in the first few months of life. It is fully formed around age two. A child who has not formed a strong attachment by age two may have difficulty with relationships later in life.

A baby’s attachment to a caregiver helps her build healthy, loving relationships later in life. Psychologist Erik Erikson suggested that people learn to trust or mistrust the world during their first year. Love and affection from parents and other caregivers fosters a sense of trust.

Building Attachment Through Touch

Physical contact helps build attachment. Infants have a basic need for physical contact. They need to be held and cuddled. Touch helps build trust and affection between a baby and a caregiver. Touch is a primary sense for infants. Touch is how babies experience and respond to their environment. Being held or massaged helps to soothe crying babies. This is a natural way for a caregiver to show love or affection to a child. The baby is learning that the parent or caregiver will be there when needed.

Building Attachment Through Consistent Care

Babies develop trusting relationships when caregivers meet their needs. The world is a strange place for newborns. Depending on a baby’s early experiences, it may be a comfortable place or a confusing, difficult place. If the newborn’s needs are met and he bonds with adults, he learns that the world is a comfortable place and he develops a sense of security.

Touch Builds the Brain

Touching babies does more than comfort them. It helps their brains grow. Touch causes new pathways, or networks of neurons, to form in a baby’s brain. Experiences of loving touch also cause a baby’s brain to trust human contact. Lack of contact can also affect brain development. Abused and neglected children who do not receive love, touch, and opportunities for learning can have brains that are 20 to 30 percent smaller than average.

Science Inquiry Physical touch is especially helpful for the mental and emotional development of deafblind babies. What might explain this?
Caregivers need to try to be consistent in their care and responses toward an infant. If schedules change often, or if caregivers are patient and loving at times and impatient and harsh at other times, babies have difficulty building trust.

**Building Attachment Through Communication**

Communication between infants and caregivers is also important in building attachment. Infants respond to a caregiver’s voice, facial expressions, and eye contact. Babies gaze into the eyes of those who care for them, track their movements, and cuddle. These are signs of growing attachment. As babies get older, they respond to their caregivers with sounds and hugs. Later, babies crawl or walk to their caregivers.

**Failure to Thrive**

Infants enjoy healthy emotional development when their emotional and physical needs are met. Lack of love and attention can cause failure to thrive. **Failure to thrive** is a condition in which babies do not grow and develop properly. They do not respond to people and objects. Their cries weaken and their smiles fade. They become withdrawn. As adults, they may be unable to develop caring relationships with others, even with psychological help.

Failure to thrive can be caused by neglect, abuse, or another form of stress. Babies can fail to thrive if they are left alone most of the time or do not receive enough physical contact. Children who live in poverty are more likely to fail to thrive than other children.

**Understanding Temperament**

Temperament is another key factor in a baby’s emotional development. **Temperament** is a person’s unique emotional makeup. Each person is born with a unique temperament. A baby’s temperament helps determine how he reacts to his environment. Understanding a baby’s temperament can help you give him exactly the type of care he needs. **Figure 8.2** on page 242 can help you identify a baby’s temperament traits.
How can you tell a baby’s temperament? Observe her in different situations. Is she relaxed or bursting with energy? Does she love or hate surprises? Is she cautious or the first to try something new? You can also note her eating and sleeping patterns, and her general mood.

By recognizing a baby’s temperament, you can learn to work with the baby to ensure a happy and healthy emotional development. Parents and caregivers should always keep in mind that every baby is unique. There are many definitions of normal infant behavior. Parents need to accept and nurture their baby’s individual style to develop the best relationship possible.

Resolving Temperament Conflicts

Parents should remember that temperament traits cannot be changed. Rather, parents should learn to adapt their reactions to a child’s specific traits. A child should not be punished for a temperament trait. If a child is shy, try holding him when you introduce him to someone new. Give him time to warm up to the new person, instead of handing him to the new person right away.

Caregivers have their own temperaments, too. One of a caregiver’s responsibilities is to adapt to the temperament of the child, even if they are different. Look for positive ways to adapt to these differences. Suppose that you have a low energy level, but your infant is constantly on the move. You should provide safe opportunities for energetic play. Enjoy a trip to the park or dancing to music. Avoid activities that require the child to sit a lot. Can you think of other strategies you might try?

Analyze Why is it important to understand a baby’s temperament?
### Nine Temperament Traits

A baby’s temperament is a combination of different temperament traits. Each person has these traits in different amounts. Do you recognize these traits in the babies you know?

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intensity</strong></td>
<td><em>How strong are a child’s emotional responses?</em> Highly intense children have powerful responses. They may cry and scream loudly. Less intense children tend to be calmer and quieter.</td>
</tr>
<tr>
<td><strong>Persistence</strong></td>
<td><em>How determined is a child to complete a task?</em> Very persistent children take on challenges. They do not like to stop in the middle of a project. Less persistent children can be persuaded to move on to new activities. They can accept no for an answer.</td>
</tr>
<tr>
<td><strong>Sensitivity</strong></td>
<td><em>How strongly does a child notice her own and others’ feelings?</em> Highly sensitive children have their feelings hurt easily. They may be bothered by sights, sounds, or smells. Less sensitive children are not as concerned with others’ opinions of them. They may not perceive other people’s emotions as easily.</td>
</tr>
<tr>
<td><strong>Perceptiveness</strong></td>
<td><em>How aware is a child of all that is around him?</em> Highly perceptive children get distracted easily. They have a hard time following complex directions. Less perceptive children notice less of what is going on around them. This makes it easier to follow through on multistep tasks.</td>
</tr>
<tr>
<td><strong>Adaptability</strong></td>
<td><em>How easily does a child accept changes?</em> Highly adaptable children are not bothered by surprises or changes of plans. Less adaptable children resist change.</td>
</tr>
<tr>
<td><strong>Regularity</strong></td>
<td><em>Does a child’s behavior follow regular patterns?</em> Highly regular children like to eat, sleep, and go to the bathroom at about the same time each day. Less regular children have a different schedule each day.</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td><em>What is a child’s energy level?</em> High-energy children love to move. They often squirm and move around in their seats. They would often rather run than walk. Low-energy children move much less and may seem more relaxed.</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td><em>How does a child face new situations and people?</em> High-approach children dive right in. These children are open to new activities and willing to try new foods. Low-approach children are more shy and cautious.</td>
</tr>
<tr>
<td><strong>Mood</strong></td>
<td><em>Is a child typically cheerful or down?</em> Children with a positive mood have a rosy outlook. They expect the best from people. Children with a negative mood may be more suspicious. They may easily feel angry or disappointed.</td>
</tr>
</tbody>
</table>
Emotional Climate of the Home

Babies are very sensitive to the feelings of people around them. Long before they know the meanings of words, they are influenced by adults’ emotions, tone of voice, gestures, and facial expressions. Worried or angry caregivers are likely to be tense in handling their babies. Babies sense these feelings and can become irritable and anxious.

Every family has ups and downs, and a baby adapts to them. It is normal for caregivers to feel occasional frustration and anger toward a beloved child. However, a baby needs to feel that affection and caring are the basis of the family’s interactions. Feelings of bitterness, mistrust, and anger can hinder, or delay, an infant’s emotional development.

Handling unwanted feelings, such as anger, frustration, and sadness, is a challenge for every parent and caregiver. It can be an even greater challenge for single parents. Single parents have no other adult to share the work or the worries, and they may feel alone and overwhelmed.

It is important for all parents to find ways of releasing negative feelings away from their children. Dealing with challenging feelings can help parents find the patience to create a caring environment. Every parent needs someone who can give them emotional support.

Section 8.1 After You Read

Review Key Concepts
1. List the most important influences on a child’s emotional development.
2. Explain ways to build attachment to support a baby’s emotional development.
3. Describe ways to resolve temperament conflicts.
4. Explain why it is important for parents to not express negative feelings around their children.

Practice Academic Skills

English Language Arts
5. Describe your temperament using the nine temperament traits described in the section. Now imagine that you are caring for a child whose temperament is very different from yours. Write a letter to a friend describing how this could be challenging and what strategies you might use to handle the challenge.

Social Studies
6. Temperament, family, culture, and institutions such as schools and churches are important influences on your identity. You are also influenced by your peers, or people your same age. Write a report describing the people, places, and things that you think have influenced your identity since you were a baby, and why.

Check Your Answers Check your answers at this book’s Online Learning Center at glencoe.com.
Reading Guide

Before You Read
Preview  Look at the headings and key terms in the section. Write one or two sentences explaining what the section will be about.

Read to Learn
Key Concepts
• Explain how a baby learns social behavior.
• Identify how play and exploration help a baby develop socially.

Main Idea
Caregivers play a large role in a baby’s social development. They help the infant learn to form relationships and feel comfortable in his or her world.

Content Vocabulary
◆ social development
◆ cause and effect
◆ model
◆ stranger anxiety
◆ play environment

Academic Vocabulary
You will find these words in your reading and on your tests. Use the glossary to look up their definitions if necessary.
◆ potential
◆ motivate

Graphic Organizer
As you read, describe actions a caregiver can take to assist in a baby’s healthy social development. Use a chart like the one shown to help organize your information. Add more circles as necessary.

Graphic Organizer  Go to this book’s Online Learning Center at glencoe.com to print out this graphic organizer.

Academic Standards

English Language Arts
NCTE 4  Use written language to communicate effectively.

Social Studies
NCTE  National Council of Teachers of English
NCTM  National Council of Teachers of Mathematics
NSES  National Science Education Standards
NCSS  National Council for the Social Studies
Social Development and Learning

Social development is the process of learning how to interact and express oneself with others. A child who experiences healthy social development will be able to communicate well with others, connect with others, and show tolerance for others.

Social development is closely related to emotional development. Children who have good feelings about themselves relate well with others. Children who relate well to others feel good about themselves.

Figure 8.2 on page 246 shows common steps in an infant's social development. Children grow and develop at their own pace. They may reach these milestones at different times or in a different order.

Learning Through Cause and Effect

Babies learn by observing cause and effect. Cause and effect is a relationship between events in which one event, the effect, is caused by another event. For example, infants learn that they can get their needs met by crying. They learn that letting go of a toy will cause it to fall. Babies learn that certain behaviors earn a positive response from adults. When babies coo and smile, for example, they are rewarded with laughter, hugs, and praise. Love is important to babies, so they repeat these behaviors. Babies also learn that other behaviors bring frowning or other unwanted behaviors from adults. They are less likely to repeat these behaviors.

Learning Through Imitation

Babies learn through imitation too. As children grow, they watch the behavior of important adults in their lives and then imitate those actions. Parents and caregivers should model desirable behaviors, such as kindness and patience. To model a behavior means to teach it through example.

Sending Clear Messages

Babies develop better social behaviors if they get many more positive responses than negative responses. Always try to give a baby clear messages. Smiling while expressing love or approval sends a clear message. Smiling while expressing disapproval sends an unclear message. Babies become confused if the same behavior leads to a positive response one time and a negative response another time. Provide consistent responses to help a baby understand what behaviors are desirable.

Model Positive Behaviors
Treating a baby with patience and kindness helps him learn to feel good about himself and treat others with respect. What other positive behaviors should a parent model for a child?
<table>
<thead>
<tr>
<th>Age</th>
<th>Developmental Milestone</th>
</tr>
</thead>
</table>
| 1 Month    | ✤ Coos and babbles  
               ✤ May cry a lot, but quiets down when he sees the caregiver’s face, hears the caregiver’s voice, or is lifted or touched |
| 2–3 Months | ✤ Maintains brief eye contact while being fed  
               ✤ Makes different crying sounds for different needs  
               ✤ Begins to smile and show excitement  
               ✤ Eyes can follow moving objects  
               ✤ Wants companionship  
               ✤ May like being tickled  
               ✤ Can tell a smile from a frown |
| 4–6 Months | ✤ Turns to sound of familiar voices  
               ✤ Laughs, squeals, babbles  
               ✤ Can tell the difference between family members  
               ✤ Reaches out to play  
               ✤ May cry when left alone |
| 7–8 Months | ✤ Tries to imitate sounds made by adults  
               ✤ Plays alone and plays longer with other people and toys  
               ✤ Enjoys other children  
               ✤ Begins to experience stranger anxiety and clings to familiar caregivers |
| 9–10 Months | ✤ Responds to “no” and own name  
               ✤ Says simple words, such as “no,” “bye-bye,” “dada,” and “mama”  
               ✤ Objects if a toy is taken away  
               ✤ Crawls around to look for parents  
               ✤ Enjoys playing peek-a-boo and sound games |
| 11–12 Months | ✤ Uses the words “Dada” and “Mama” to refer to specific people  
               ✤ Uses gestures as well as simple body language  
               ✤ Shows stronger likes and dislikes  
               ✤ Spends time looking in mirrors |
Stranger Anxiety

Beginning at around six months of age, many babies show signs of stranger anxiety. **Stranger anxiety** is a fear of unfamiliar people, usually expressed by crying. A baby who used to sit cheerfully on a stranger’s lap suddenly screams and bursts into tears when an unfamiliar person approaches. Some babies bury their heads in a parent’s shoulder.

Stranger anxiety is a normal part of social development. Most babies simply need time and understanding. A caregiver can help a baby through this fear by providing consistent responses. Act welcoming toward new people. Encourage friends and relatives to quietly let the baby get used to them. Never force a baby to be held by an unfamiliar person. Instead, hold the baby yourself and sit next to the person to introduce them. While still holding the baby in your lap, encourage him to play with the new person. Give the baby time to become comfortable. When the baby seems ready, hand him to the new person. Stay nearby to provide comfort and reassurance.

A baby might feel this same anxiety with a parent if he or she looks different. For example, if a father puts on a hat and then greets the baby, the baby might not recognize him. This is normal. When the baby hears the father’s voice, and smells his scent, he will recognize him again.

**Familiar People**

A parent’s best friends or relatives are still strangers to a new baby. **What can a parent do to help a baby feel secure when meeting new people?**

---

**Reading Check**

**Explain** How can toys help a baby learn cause and effect?

---

**Expert Advice…**

“For infants and toddlers, learning and living are the same thing. If they feel secure, treasured, loved, their own energy and curiosity will bring them new understanding and new skills.”

— Amy Laura Dombro and Leah Wallach, early childhood authors, *The Ordinary Is Extraordinary.*
Social Development Through Play

The job of a baby is to play. Babies learn about the world around them through play. Play strengthens all areas of growth and development. Play helps children learn to interact with adults and other children. Caregivers and babies strengthen their attachment through play. Play also helps babies develop motor skills and learn about the world.

Play from Birth to Six Months

Try these strategies with babies who are in their first six months of life:
- Play games with toys or objects that the baby can grasp.
- Place colorful toys where the baby can learn to recognize and reach them. Name the colors of the toy as the baby chooses one to play with.
- Make noise with a rattle or other toy.
- Gently shake, stretch, and exercise the baby’s arms and legs while smiling and talking to the baby.
- Follow the baby’s lead, or example. Laugh and smile after the baby laughs and smiles.

Play from Six to Twelve Months

Babies from six to twelve months of age can play somewhat more complicated games and handle more toys. Try these play strategies with older babies:
- Play peek-a-boo with the baby. Hold a blanket up to hide your face and then pull it away. As the baby gets older, let her pull the blanket away to find you.
- Set toys just out of reach so that the baby has to crawl to them. Encourage the baby to crawl to the object and praise his success.
- Read to the baby from simple books that have big pictures. It is never too soon to start introducing a child to books.
- Play silly songs and dance with the baby. Help the baby clap or bounce in rhythm with the music.
- Give babies plastic buckets or other containers that they can fill up with water, sand, or toys and dump out. Talk the baby through the activity, describing what can be done. After each play activity, reward the baby for success by showing positive responses. Babies love to see their parents clapping hands, smiling, laughing. The parent should also tell the baby what a great job he or she did.

Think About It

You are caring for two young toddlers, Maya and Delon, who are playing next to each other. Maya grabs the ball from Delon, and Delon screams. What could you say and do next to help both babies understand how to share?

From Solo to Social

A child’s play changes as she grows and develops. Young babies enjoy play that involves touching, grasping, and using their five senses. Older babies are ready for more challenging forms of object play, such as stacking blocks. By age one, babies enjoy parallel play. This means that they play next to each other, but not with each other. They watch and copy one another, and they start to learn how to share. Parallel play helps babies understand that other babies have wants and feelings too. By kindergarten age, children enjoy make-believe play full of complex stories. All these kinds of play help children develop social skills such as feeling comfortable in the world, identifying and expressing feelings, cooperating, and taking turns.
Create a Safe Play Environment for Infants

Parents and other caregivers need to provide a safe play environment for babies to explore. A play environment is a comfortable space free of dangers and with toys that are safe and interesting. Many caregivers use safety gates to keep infants away from dangerous areas like stairs.

Infants love toys that are colorful and that move around and make noise. Hanging mobiles, rattles, and stuffed animals are wonderful toys for infants. Babies from six to twelve months of age enjoy more complicated toys, such as those they can push or pull.

Choose Safe Toys

It is important to choose toys that are safe and appropriate for the age of the baby. Toys should be big enough so that babies cannot put them all the way in their mouths. Choose toys that do not have small parts. Babies can swallow and choke on small parts, or stick them in their nose or ears. Toys should also be sturdy.

Exploring Through Play

Babies learn about the world through play. What kinds of skills do you think this baby is learning?

Exploring Through Taste

Babies’ mouths are more sensitive than their hands, so it is no wonder that babies use their mouths to explore tastes, textures, and shapes. Mouthing is normal, but it can be dangerous. A baby can choke on small objects or be poisoned by chemicals. Make sure that all toys are too large to fit all the way into a baby’s mouth. Keep soaps, medicines, and chemicals out of reach. You can satisfy a baby’s need to explore by choosing toys and foods with interesting shapes and textures.

Be Prepared

Use the library or the Internet to conduct research on child safety. Make a safety checklist of 20 common choking hazards for babies, including toys and toy parts, household objects, and foods. Share your checklist with the class.
Use a safety checklist to make sure the rooms where a baby plays do not have any hidden dangers. See Chapter 10 for tips on how to childproof a room. It is also important to keep toys clean. Wash new toys with soap and water. Wash them again each time the baby plays with them.

**Social Development Through Exploration**

Babies have a need to explore. They explore with all their senses: touch, vision, hearing, smell, and taste. Babies often put toys, stuffed animals, and other objects into their mouths. Sometimes babies repeatedly throw or drop things just to see what happens.

When babies start rolling, and later crawling and walking, they can explore more of their environment. Many babies will try to pull themselves up to reach objects on furniture. They will often try to take away keys or telephones from their parents. To a baby, these items look like new toys. As infants get older, they will want to explore and learn about everything in their environment.

**Play and Exploration**

Play and exploration are related. Babies use play to explore their world. They look at and play with toys to explore colors and textures. Blocks, for example, let babies explore how things stack up and balance. Caregivers can help babies explore by giving them safe and interesting objects to explore. Even basic household items such as plastic spoons or cups and empty boxes that can be filled are interesting to infants. A kitchen pot and wooden spoon make an instant drum set for an infant.

Encouragement and positive responses from adults motivate, or provide a reason for, babies to explore and learn. Everything in the world is new to a baby. By participating in explorations with the baby, caregivers can deepen their attachment to their children. For example, a parent could take the baby to a park or garden. The parent can participate in the exploration by showing the baby the different colors and shapes of flowers and trees. The parent can help the baby feel the textures of the leaves and bark.

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**Section 8.2**

**After You Read**

**Review Key Concepts**

1. **Describe** how a parent can give a baby clear messages about behavior.
2. **Explain** how parents can help babies to explore and learn.

**Practice Academic Skills**

**English Language Arts**

3. Imagine that you write an advice column on parenting. A young parent asks for advice on how to handle her nine-month-old son, who cries and acts terrified around friends and neighbors. Write an answer to explain why the baby is behaving this way and give some tips on how to help him feel more comfortable.

**Social Studies**

4. Brainstorm actions that a parent or caregiver can take to help a baby’s healthy social development. Group your ideas into major topics, such as “play” and “modeling positive behaviors.” Create a table of information, devoting three activities to each of your major topics.

**Check Your Answers** Check your answers at this book’s Online Learning Center at glencoe.com.
Chapter Summary

Emotional development is the process of learning to recognize and express feelings and to establish a personal identity. Caregivers can help shape babies’ emotional development by providing consistent, responsive, and loving care. Babies’ unique temperaments and the emotional climate of the home also influence their emotional development. Social development is the process of learning how to interact and express oneself with others. Babies learn social behavior by watching and interacting with others. One normal sign of social development is stranger anxiety. Babies learn about the world by playing and exploring.

Vocabulary Review

1. Use each of these content and academic vocabulary words in a sentence.

<table>
<thead>
<tr>
<th>Content Vocabulary</th>
<th>Academic Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>emotional development (p. 235)</td>
<td>crucial (p. 239)</td>
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<tr>
<td>emotion (p. 235)</td>
<td>hinder (p. 243)</td>
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<td>colic (p. 238)</td>
<td>lead (p. 248)</td>
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<td>reflux (p. 238)</td>
<td>motivate (p. 250)</td>
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<td>attachment (p. 239)</td>
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<td>failure to thrive (p. 240)</td>
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<td>temperament (p. 240)</td>
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<td>model (p. 245)</td>
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<td>stranger anxiety (p. 247)</td>
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<tr>
<td>play environment (p. 249)</td>
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</tbody>
</table>

Review Key Concepts

2. List six basic emotions that babies experience.
3. Explain the role of attachment in a baby’s emotional development.
4. Describe how temperament affects a baby’s social development.
5. Explain how the emotional climate of the home can affect a baby’s development.
6. Explain how a baby learns social behavior.
7. Identify how play and exploration help a baby develop socially.

Critical Thinking

8. Analyze A baby builds attachment through touch, consistent care, and communication. Do you think a baby could still bond with a parent if one of these elements were missing? Explain your opinion.
9. Synthesize Stranger anxiety and attachment to a caregiver develop at around the same time. How might these two developments be related?
10. Predict What combination of temperament traits might help a baby cope with a stressful family environment? What combination of traits might make a baby less able to cope with a stressful environment? Why?
11. **Interview a Single Parent**  
Interview a single parent about how he or she copes with negative emotions, such as stress, frustration, anger, and fear. What strategies does he or she have for resolving negative emotions? Who does he or she rely on for emotional support? How does he or she try to create a positive emotional climate in the home? Take notes during your interview, and share what you learned with the class.

12. **Research Infant Massage**  
Go online to research massage techniques for babies. What is infant massage? What are the benefits? How is it performed? Are there any times when massage should not be used on babies? Write a summary of what you learned and state whether you would be interested in trying infant massage.

13. **Observe Babies at Play**  
Work with your teacher to arrange to observe a baby in a home or at a child care center. Note that an infant six months or older will probably be much more active than a baby five months or younger.

**Procedure**  
Pay attention to how the baby explores objects in the environment as well as how the baby interacts with the caregivers during playtime.

**Analysis**  
Write a report to describe your observations. Include an analysis of the physical, social, and emotional skills you think the baby was learning through play.

**NSES 1**  
Develop an understanding of science unifying concepts and processes: evidence, models, and explanations.

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### Real-World Skills

#### Problem-Solving Skills
14. **Generate Solutions**  
What would you do to care for a crying baby? Explain in a report how you would identify the cause of the crying and what strategies you would use to comfort the baby. Also explain what you would do if you were unable to comfort the baby.

#### Technology Skills
15. **Create a Table**  
Research three developmental disabilities that may affect a baby’s social and emotional development. Use word-processing software to create a table that defines each disability and explains how it is diagnosed and treated.

#### Financial Literacy Skills
16. **Shop for a Safe Play Environment**  
Imagine that you have $150 to create a safe play environment for your three-month-old baby. You will need two baby gates, a play mat, and age-appropriate toys. Conduct research to comparison shop for the best quality and prices. How many toys can you buy and stay within your budget? Create a list of the products you would buy, identifying the source or place of purchase and the prices.

**Additional Activities**  
For additional activities, go to this book’s Online Learning Center at glencoe.com.
Academic Skills

17. Reflect on Your Skills Parents need many emotional and social skills, such as self-control, empathy, patience, responsibility, caring, and kindness. List and describe the skills that a parent should have in order to care for a baby’s emotional and social needs. Which of these skills do you have? Which could you develop further? Summarize your thoughts in a one-page essay.

NCTE 4 Use written language to communicate effectively.

Science

19. Design an Experiment The scientific method is a way to answer questions. You must collect information, form a hypothesis, study the results, and draw conclusions that other scientists can test. One hypothesis might read: Two-month-old babies can identify the emotions they see on their mothers’ faces.

Procedure Describe an experiment that would test this hypothesis.

Analysis Write a speech to explain how your experiment would prove whether this hypothesis is correct or incorrect.

NSES A Develop abilities necessary to do scientific inquiry, understandings about scientific inquiry.

Mathematics

18. Calculate Food Costs According to the United States Department of Agriculture, the average married couple will spend about $200,000 to raise a child to the age of 17. If food is about 18% of this total, how much does the average couple spend on food for a child through age 17?

Starting Hint Rewrite the percent (18%) as a fraction with a denominator of 100. Convert the fraction to a decimal. Multiply this decimal by the total amount ($200,000).

For math help, go to the Math Appendix at the back of the book.

NCTM Number and Operations Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

Standardized Test Practice

READING COMPREHENSION
Read the passage, then answer the question.

A baby is playing at home when a stranger walks by the window and waves. Confused, the baby looks at his mother, who seems delighted. She waves back at the passerby and smiles. The baby is reassured and returns to playing. This baby has just demonstrated social referencing, the process of assessing other people’s facial expressions to help decide how to react to a new situation.

20. According to the passage, social referencing:
   a. only occurs in babies.
   b. involves facial expressions.
   c. is a self-comforting technique.
   d. usually happens when strangers are present.

Test-Taking Tip Read the passage carefully, noting key statements as you go. Answer the questions based only on what you just read in the passage, not based on your previous knowledge.