EMOTIONS

I. Prelude

A. What is an Emotion?

B. Autonomic Nervous System and Emotions
   1. Genetic Differences Among People
   2. Differences Among Emotions

C. Emotional Intensity; Anticipation, Control, and Emotional Arousal

D. Developmental Changes in the Relationship Between Behavior and Physiology
   1. Learning Not to Show Your Feelings

II. Development of Emotional Behavior

A. Temperament
   1. Emotionality
   2. Activity
   3. Sociability
   4. Impulsitivity

B. Genetic and Physiological Bases of Selected Emotions
C. Developmental Trends of Specific Emotions
   1. Anger
   2. Fear
   3. Guilt and Shame
   4. Jealousy
   5. Envy
   6. Love
   7. Happiness, Satisfaction & Cross-Cultural Differences:
      Can money buy happiness?
   8. Joy
TEMPERAMENT

Children are born with general temperaments that appear to be genetically endowed. The concept of temperament, the “how” or style of behavior, was developed by Thomas and Chess (1986). Their New York Longitudinal Study followed 133 children from 85 middle class families from infancy through young adulthood. Nine relatively stable dimensions or traits could be identified in infancy.

1. Activity level
2. Rhythmicity (regularity and predictability of biological functions)
3. Approach or withdrawal to novel stimuli.
4. Adaptability to environmental change
5. Intensity of reaction
6. Threshold of responsiveness (intensity of stimulation required to evoke a response).
7. Quality of mood (positive, neutral, or negative).
8. Distractibility
9. Attention span and persistence

Many of the children studied were found to demonstrate clusters of these variables (Table 6-3). The easy child is a delight to parents, and usually at low risk for emotional or behavior problems. Difficult children are at highest risk (70%) of developing behavior problems. In the New York Longitudinal Study, difficult children developing behavior problems. In the New York Longitudinal Study, difficult children were 10% of the total sample, but constituted 23% of the children with behavior problems. Children characterized as slow to warm up are also at risk, which can be significantly reduced by sensitive management by parents and teachers.

Especially significant is the temperamental “match” or “goodness of fit” between the child and the parent’s own temperament, expectations, and child-rearing.

Table 6-4 Temperament Clusters

<table>
<thead>
<tr>
<th>Easy</th>
<th>Difficult</th>
<th>Slow to Warm Up</th>
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<tbody>
<tr>
<td>Positive mood</td>
<td>Negative mood</td>
<td>Negative responses to new stimuli</td>
</tr>
<tr>
<td>Regular biologic rhythms</td>
<td>Irregular biologic rhythms</td>
<td>Mild intensity</td>
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<tr>
<td>Adaptable</td>
<td>Slow to adapt</td>
<td>Gradual adaptation after repeated</td>
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<td></td>
<td></td>
<td>Contact</td>
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<tr>
<td>Low intensity</td>
<td>Intense reactions</td>
<td></td>
</tr>
<tr>
<td>Positive approach to novelty</td>
<td>Negative response to novelty</td>
<td></td>
</tr>
</tbody>
</table>

(Data from Thomas A. Chess S. Temperament in Clinical Practice New York, Guilford, Press, 1986).