

Genetics Early Experiences Life Space Learning Expectancies
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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. Impulsivity
- 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**

Easy	Difficult	Slow to Warm Up
Positive mood	Negative mood	Negative responses to new stimuli
Regular biologic rhythms	Irregular biologic rhythms	Mild intensity
Adaptable	Slow to adapt	Gradual adaptation after repeated Contact
Low intensity	Intense reactions	
Positive approach to novelty	Negative response to novelty	

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