

Unit: 2: Infancy

(Developmental Psychology)

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Meaning of Infancy

- Derived from **Latin root Infans /Infantem-** meaning **unable to speak/Non-speaking being**
- According to **Ryburn** : Infancy is the period **from birth to two and half years or three years.**
- According to **Rousseau**: Infancy is the period **from birth to 5 years**
- **Ernest Jones supports Rousseau's view**
- Two important stages within Infancy period :
 - ✓ **Parturate**: (From birth to before separation of placenta -umbilical cord)
Duration:15 to 30 minutes
Crying - the first reaction
 - ✓ **Neonate** : (From the separation of umbilical cord to two weeks)

Experiences of the Neonate

- Physical adjustment
- Respiration functions
- Digestive functions
- Elimination (Apasaran)
- Secretion (khyaran)
- Reflex action
- Sensory activity
- Emotional activity

Characteristics of Infancy

- Rapid physical growth & development
- Motor development
- Playfulness
- Sensory development
- Language development
- Curiousness
- Imaginativeness
- Sense of Animism
- Imitativeness
- Instinctive behaviour
- Emotional instability
- Narcissism
- Ego-centricism
- Dependency

Physical development during Infancy

- **Characteristics:**
- Growth of different parts is not equivalent
- Influence by hereditary & racial characteristics
- Follows Cephalo-Caudal principles of development
- Based on proper nutrition
- Need enriched & healthy environment
- Depends on Physical adjustment with changing environment
- Infants at early stage reflect physical adjustment through reflex action
- Physical growth and development reflects through sensory reaction
- Physical dependence is an importance characteristics
- Playfulness is the base for future mental, emotional and social development

Physical Growth & Development during Infancy

- Change & development of body proportion
- Change in Weight & height
- Change in Skeleton
- Change in Teeth
- Change in Head
- Change in Muscles
- Change in Respiratory system
- Change in Digestive system

Necessary steps to be taken for physical development

- Physical care
- Proper nutrition
- Playful environment
- Health check-up
- Vaccination
- Treatment for abnormality

Motor Development during Infancy

- Motor development is the term that represents **the way one's ability to control bodily movements which increases as he or she grow.**
- It is the process by which a **person learns how to use and manipulate the muscles to move the body in the desired way.**
- It is a development that **begins with simple movements as an infant**, which build upon one another and **progress through childhood and adolescence.**
- **Two forms of motor development:**
 - **Gross motor development** refers to one's ability to control his or her large muscle groups, like arms and legs. Balance is also an important part of gross motor development.
 - **Fine motor development** represents the use of our small muscle groups, like fingers, more precisely for things like handwriting or drawing.
 - **Gross motor development happens before fine motor development.** Both occur from brain maturation. As the brain develops, connections are made that increase coordination and balance.

Phases of Motor Development during Infancy

- ❑ Children will naturally progress through **four phases of motor development**
 - **Reflexive phase (Pratibortimulok)**: Children develop reflexes that help them orient their bodies and complete simple movements. For example: If a baby is cold, he or she might shiver (kapani).
 - **Rudimentary movement phase (Prathamik)**: During this time children develop basic motor skills like grasping, sitting, standing, and walking.
 - **Fundamental movement phase (Moulik)**: During which children develop basic movement and manipulation skills ,like bending, twisting, running and jumping, and throwing and catching a ball.
 - **Specialized movement phase (Bixesh)**: During this phase, they master more precise movements and skills related to specific tasks.
- ❑ **Five basic motor skills**: sitting, standing, walking, running and jumping

Sequence of Motor Development during Infancy



The sequence of motor development from birth to 15 months
The Average child develops his motor skills on this schedule.

Lifting the chin form prone position	3 weeks
Raising the head and chest from the prone position	9 weeks
Sitting alone for 1 minute	31 weeks
Crawling	37 weeks
Standing, holding on	42 weeks
Creeping	44 weeks
Standing alone	62 weeks
Walking alone	64 weeks
Overall physical growth	64 weeks

Characteristics of Motor Development during Infancy

- Related to physical maturity
- Follows Head to toe development
- Follows meaningless to meaningful movement
- Influenced by individual difference
- Influence by Child's potentialities
- Need nutritious Foods
- Need congenial environment
- Affected by physical health
- Need consciousness of parents

Common Methods of Learning Motor Skills

- Imitation
- Trial and Error
- Training

Factors that influence Motor Development during Infancy

- Hereditary influence on rate of development
- Child's height, weight, size etc.
- Intellectual ability
- Congenial home environment (encouragement)
- Material conditions/facilities
- Motivation
- Physical health and normality
- Gender difference
- Racial characteristics
- Socio-economic status of the family
- Exercise/Repetition
- Individual difference etc.

Cognitive or Mental development during Infancy

- Mental development refers to the **growth and changes in intellectual abilities and cognition** across the life span.
- It includes development of **perception, conception, memory, attention, interest, reasoning, problem solving, intelligence** etc.
- ☐ According to **Jean Piaget theory of Cognitive Development**
 - Infants interact with their environment entirely **through reflexive behaviours.**
 - Infants can not think or plan about what they do, but **they act according to their instincts and involuntary responses** to fulfil their needs like food or attention.

Cognitive or Mental development during Infancy

- **According to Piaget**, Infants gradually come to know about their environment through senses, and they begin to show **intentional, goal-directed or motivated behaviours**. Thus, infants gradually understand and think what they need, how to fulfill this need, and then they try to engage in such behaviour that would fulfil their needs.
- As the infants grow in age they develop the ability to understand that things exist even when they can not be seen, which is called **object permanence**.
- The **two milestones of goal directed behaviour and object permanence** are significant and most important achievements of infants' cognitive development.

Cognitive or Mental development during Infancy

- **According to Piaget**, from birth to 2 years, children are in the **Sensory-Motor Stage**.
- During this period, infants **use their senses and actions to learn and grow**.
- This period **begins with basic reflexes** and advances through a series of stages **to complex sensory and motor skills, and early symbolic thought**.
- This stage is divided into **Six sub-stages** :
 - i. Reflexive activity
 - ii. Primary circular reactions
 - iii. Secondary circular reactions
 - iv. Coordination of secondary schemes
 - v. Tertiary circular reactions, and
 - vi. Beginning of representational thought

Sub-stages of Sensory- Motor Stage (Piaget)

- ❖ **Reflexive activity: (birth -1 month)** Infants don't think but automatically behave reflexively
- ❖ **Primary circular reactions: (1-4 months)** Infants deliberately repeat the actions that give them pleasure and desired outcomes.
- ❖ **Secondary circular reactions: (4-8months)** Infants repeat actions on objects outside their body that bring them pleasure and desired outcomes. Infants learn by feeling things by using their mouths, hands and other body parts to touch and experiment with toys and other objects around them. Infants' **memory continues to grow stronger** during this time.
- ❖ **Coordination of secondary schemes/secondary circular reactions: (8-12 months)** Infants try to do different activities together to accomplish a goal as they now understand how cause and effect works. Infants **imitate what they observe others doing**.

Sub-stages of Sensory- Motor Stage (Piaget)

- ❖ **Tertiary circular reactions:** (12-18 months) Infants carry on exploring their environment and do experiments with objects in their environment to see what happens. They **play with any objects** (knives, electric gadgets, hot objects etc.)
- ❖ **Beginning of representational thought/ mental representation:** (18 months-2 years) Infants start becoming symbol-oriented; they create a general images of things in their minds and retain them as example of some objects. The **capacity to recall and recognition also improve** greatly.
- **By the age of 21 months,** infants learn routines about how certain things are done., understand the idea of past, present, future. They can recognize different things in their environment categorically. They keep developing their **ability to think symbolically and categorically.**

Sub-stages of Sensory- Motor Stage (Piaget)

- By the age of 24 months, they develop capacity to imagine and visualise things that are not in front of them. When they achieve this new **capacity to imaginative thought**, they gradually move beyond concrete thinking and move towards the development of **abstract thinking**.

Characteristics of Cognitive or Mental development

- Influence of instinctive behaviour
- Ego-centricism
- Sense of animism
- Imaginativeness
- Playfulness
- Imitativeness
- Curiousness

Factors affecting Child's mental development

❑ Influence of Heredity:

- Influence of endocrine glands
- Influence of nervous structure
- Influence of intelligence

❑ Influence of Environment:

- Home environment
- School environment
- Social environment

Language development during Infancy

❑ Characteristics:

- Children learn spoken/oral language before written language
- Understand language before able to speak
- Present their basic needs through crying, gestures, facial expressions etc.
- Learn word pronunciation and application through imitation of elders
- Learn vowels before consonants
- Learn letters and words with the help of image/symbol of familiar objects
- Learn nouns and verbs first than adjectives (bixeshon), pronouns (sarbanam) , prepositions (abyaya)
- Need congenial linguistic environment at home
- Gender difference exists (rapid in case of girl child)

Stages of Language development during Infancy

□ Six-stages:

- Reflex sound stage
- Babbling stage
- Use of single word stage
- Use of two word stage
- Sentence making stage
- Mastery of using language Stage

Factors affecting language development during Infancy

- Rate of physical development
- Intellectual ability
- Imitation & Repetition
- Sex-difference
- Number of children in family (single child learns better)
- Social status of the family
- Bilingualism in the family (use of one language is better)
- Constitution of mouth

Steps to be taken for language development during Infancy

- Congenial emotional & linguistic environment in the family
- Quality time with the child
- Use of one language/ mother tongue at first
- Use of socially recognized words in front of the child
- Training of oral language before written language
- Simple grammatical knowledge at the early stage after that systematic training for written language
- Playful environment along with dance, music, recitation, drama etc
- Medical treatment for any abnormality in the constitution of mouth.

Emotional development during Infancy

- **Anger, Fear and Love** are the three basic emotions of children. (**Watson**)
- **Bridges** has made the most systematic investigation about the development of emotional pattern following the state of **general excitement**.
- By 3 months of age the general excitement becomes differentiated into **distress and delight (dukh aru ananda)**.
- Distress further becomes more specific and three basic emotions appear: **fear, anger and disgust (birakti)**. This happens around the age of 6 months.
- Around 1 year, delight gives rise to **elation and affection (ullaxh aru maram)**.
- **Affection** becomes further differentiated **to children and adults** from the age of 18 months/1.5 years.
- **Jealousy** is seen around **15 months**
- **Joy (ulah)** appears a little after 1.5 years/18 months of development.

Emotional Development in Early Infancy

Author(s): Katharine M. Banham Bridges

Source: *Child Development*, Dec., 1932, Vol. 3, No. 4 (Dec., 1932), pp. 324-341

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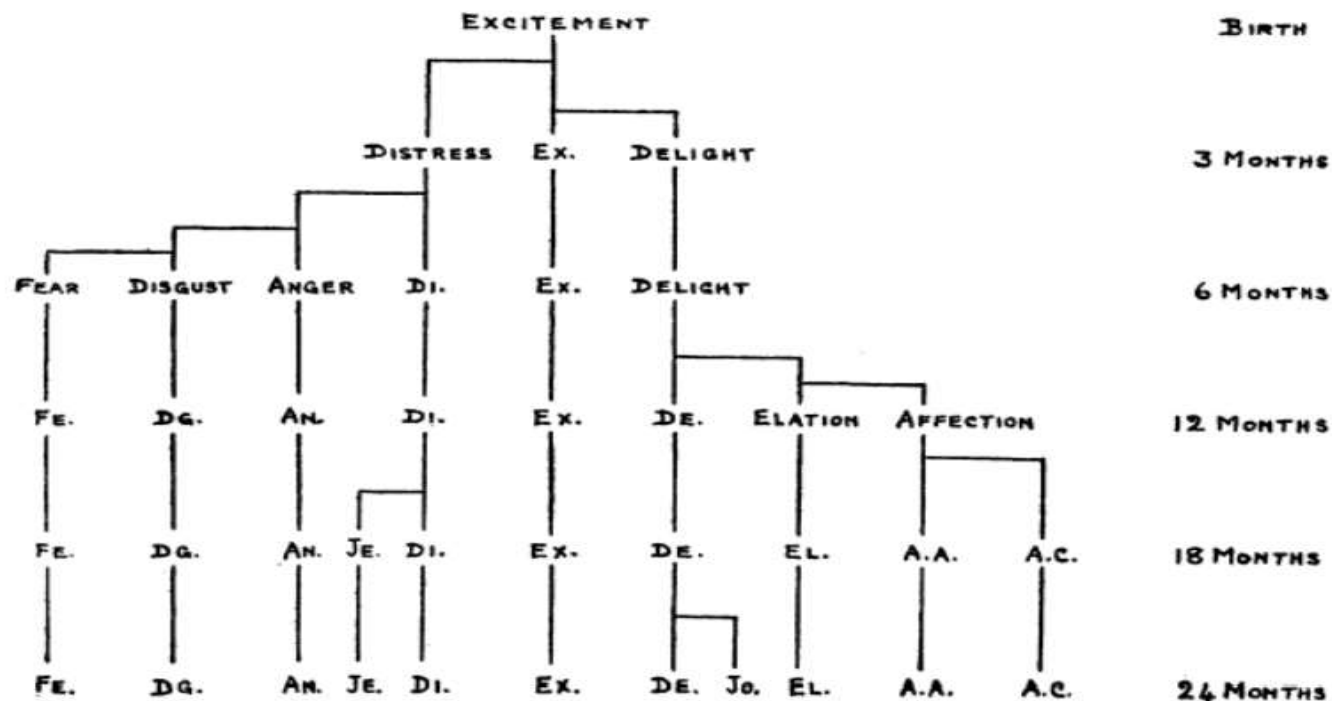


FIG. 1. SHOWING THE APPROXIMATE AGES OF DIFFERENTIATION OF THE VARIOUS EMOTIONS DURING THE FIRST TWO YEARS OF LIFE

Key: A.A. = Affection for adults, A.C. = Affection for children, An. = Anger, De. = Delight, Dg. = Disgust, Di. = Distress, El. = Elation, Ex. = Excitement, Fe. = Fear, Je. = Jealousy, Jo. = Joy.

Characteristics of Emotional development during Infancy

- At the early stage, children's emotional reactions are not the result of learning, they are innate.
- Children's emotions are physical need based.
- Children's emotions are brief, intense and transitory (last for few minutes, reacts very strongly to minor situations & shift emotions from one type (e.g., smile) to another (e.g., anger).
- Children's emotional excitement is not similar to adults.
- Children's emotional reactions are not directed by predetermined goals in the initial stage but become goal-oriented as they grow.

Characteristics of Emotional development during Infancy

- **Imitation** plays a vital role in emotional development.
- Children's emotional expression is **influenced by motive (abhiprai)**.
- **Individual difference** exists in children's emotional development.
- Emotional **intensity is different to different aged children**.
- **Gender difference** exists in emotional development. Boys are more likely to express negative emotions than girls in infancy.
- **Both heredity and environment influence** children's emotional development.

Steps to be taken for proper emotional development during Infancy

- Provision for **healthy and congenial home environment**
- Parents' and elders' **guidance in effective use and expression** of various emotions
- Provision for **freedom of self-expression and emotional security**
- **Repression free environment** at home and school
- Sufficient **satisfaction of psycho-physical needs**
- Provision for **playful environment** including games, music, dance, drama etc.
- **Judicious disciplinary system** at home and school
- Emphasis on **proper language development**
- Consideration of children's emotional behaviour from **child development perspective**

Conditions that affect Parental Attitude towards the Infant

- According to **E.B.Hurlock**: Some important conditions are--
- ✓ **Preparation for Parental duties/roles** : Parents who have had experience in caring for earlier-born children or neighbours' children have more confidence in assuming parental role than those who have lacked any such experiences.
- ✓ **The Childbirth experience**: The mother's attitude toward the infant is more favourable when the childbirth experience is relatively easy than when it is prolonged, difficult and followed by physical complications.
- ✓ **The Mother's physical condition after Childbirth**: The more quickly a mother recovers after childbirth, the more favourable attitude towards the infant.
- ✓ **Concern about expenses**: When complications arises at child birth, parental attitudes will be unfavourably affected by concern about the unexpected expenses involved.
- ✓ **Evidence of defects**: If there is a actual evidence that the infant is defective in some respect, parental attitude will be coloured by disappointment.

Conditions that affect Parental Attitude towards the Infant

- ✓ **The Infant's post-natal adjustment:** The faster and the better the infant adjusts to the postnatal environment, the more favourable the parents' attitudes will be.
- ✓ **Infantile Crying:** Infants who cry excessively and without apparent reason encourage the development of unfavourable attitudes of parents & family
- ✓ **Parental resentments against work, privations, and expenses:** When parents find that the care of the infant requires more work, privations, and expenses than they had anticipated, their attitudes toward the infant will be less favourable.
- ✓ **Concern about normality:** If an infant must remain in hospital longer than the usual day , parents are not only concerned about the infants' normality but also their ability to care for the infant after leaving the hospital.
- ✓ **Concern about survival :** When an infant must remain in the hospital longer than the usual time and be given special care and attention, parents become concerned about the infant's survival. If the infant does survive parents tend to be over protective.

Role of Family in the development of Infants

- **Physical development:** Nutritious food, Play materials, Medical treatment
- **Motor development:** Proper material conditions, food & drink
- **Mental development:** congenial home environment
- **Language development:** proper pronunciation, use of recognized & cultured language
- **Emotional development:** proper care, love & affection, cultural & play environment
- **Social development:** training on age-appropriate behaviour & acquisition of social qualities
- **Moral development:** teaching good or bad, right or wrong
- **Inculcation of aesthetic sense:** Disciplined way of life
- **Inculcation of human values:** Training of values in day-to-day life
- **Integrated personality development:** Balanced development of all aspects

THANK YOU