

The background features a gradient from red to blue with various circular patterns, including dashed lines, solid lines, and numbers (40, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260) arranged in a circular fashion.

# *EMOTIONAL DEVELOPMENT*

Presented by : Dr Mozhgan Kian

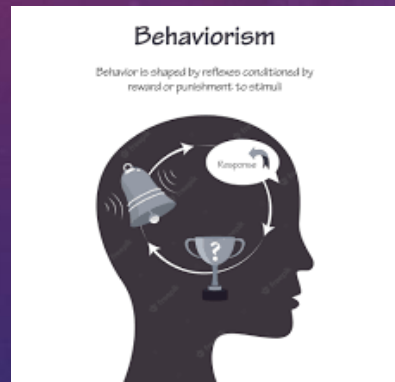
Child and Adolescent Psychiatrist

# The Capacity To Be Emotional is The Heart Of Human Development

- This capacity can be thought of as a rapid radar-and-response system that has evolved to enable continuous appraisal of the fit between a person's circumstances and goals for well-being and readiness to act in particular ways in relation to the circumstances to achieve, preserve or regain well-being



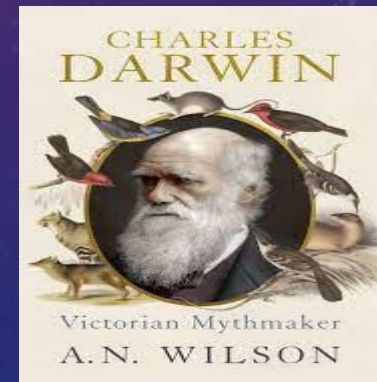
• Religions



• Behaviorism



• Philosophy



• Science

# EMOTIONAL COMPETENCE

- Emotional competence has been identified as a critical component of **healthy functioning** throughout childhood and adolescence in terms of success in both academic and interpersonal functioning.
- The construct is similar to one used in clinical and personality research in adults, **emotional intelligence**, which is also associated with well-being and success in relationships, education and work.
- models of emotional competence assert that emotional functioning cannot be conceptualized apart from context, particularly **social meaning**.



# EMOTIONAL COMPETENCE

In general, emotional competence entails **being responsive** to one's circumstances, including access to the full range of emotions, the ability to engage emotionally "exibly such that one is effective in accomplishing goals for well-being while behaving appropriately as defined by situational and sociocultural realities (Saarni, 1999)

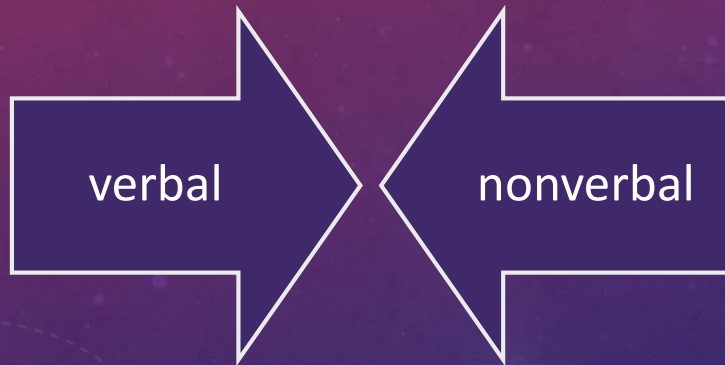
As individuals develop across the life span, their accumulating experience and growing emotion knowledge enables them to make increasingly sophisticated judgments and to find solutions to complex intra- or interpersonal problems. Finally, although the capacity to be emotional equips us to respond instantly, intensely, and persistently in our own best interests, competence reflects learning to balance this capacity with the constraints posed by situations and relationships. This last component involves the ability to anticipate, modulate, and reorient emotional responses for them to serve both self-focused and social goals.

# *EMOTIONAL COMPETENCE*

- Genetics
- Environment (genetics research underscores the critical importance of the environment on which much genetic influence depends. Consider again heightened perceptual sensitivity to negative emotion. In the context of emotionally supportive families, children who are predisposed to react strongly to others' negative emotion may be fussy and unhappy infants but some may become highly sensitive, productive, satisfied adults, such as various types of artists who skillfully depict human emotion in the face or professionals like therapists or other care providers who are highly attuned to the unspoken needs of their clients)

# COMPONENTS OF EMOTIONAL COMPETENCE

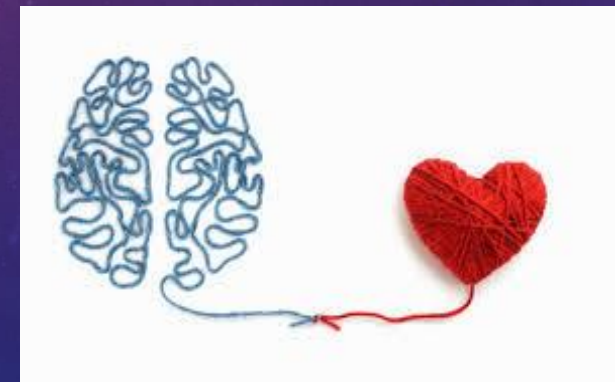
- Emotion expressiveness



- Emotion awareness & understanding



- Emotion regulation





# TYPICAL DEVELOPMENT OF EMOTIONAL EXPRESSIVENESS

- It is defined by the ability to respond to circumstances with a full range of emotions and to communicate emotion effectively (in terms of achieving goals, which includes both personal and social goals), appropriately (in terms of sociocultural standards), and “flexibly (in terms of situational appropriateness) (Cole, Hall, & Hajal, 2013)
- Movements observed in the third trimester through the use of high-resolution sonograms suggest that fetuses engage in cry- and smile-like activities in utero, suggesting biological preparation for communicative signals that will be critical for survival in the first days of life (Gingras et al., 2005; Reissland et al., 2011)



# NONVERBAL EMOTIONAL EXPRESSIVENESS

- More than responsiveness to infant contentment and joy, caregivers' emotional responses to infant distress and the promptness and sensitivity of their actions appear to influence infant attachment status at age 16 months and child emotional functioning at 36 months (Leerkes, Blankson, & O'Brien, 2009)
- Some infants are characteristically quick and intense in their reactions to changes in the environment and not readily soothed or able to self-soothe . Their intense, enduring distress challenges caregiver–infant interactions . In this case, emotional expression of distress is not hard for caregivers to perceive, but the source of distress and what will alleviate the distress may be difficult to understand.



# Emotional Dysfunction Associated With Nonverbal Emotional Expressiveness

## ➤ Autism

Display more negative & less positive emotion  
Express emotion during self-absorbed activity  
Monotonic prosody  
Avoiding at looking at other's face  
Increase frustration



# TYPICAL DEVELOPMENT OF VERBAL EMOTIONAL EXPRESSIVENESS

- Theoretically, the ability to verbalize needs and desires should reduce reliance on nonverbal communication of emotion and improve the specificity with which needs and goals are communicated in addition to contributing to emotion understanding and emotion regulation (Cole, Armstrong, & Pemberton, 2010). Studies show that children with language delays are more likely than the general population to have behavior problems, and children with behavior problems are more likely than the general population to have language delays. There are however very few studies that explain how and why language development contributes to any aspect of emotional competence (Cole et al., 2010).

# Children who do not talk about how they feel...

- Lack emotional awareness
- Avoid talking as a method of regulating emotions
- Aware & willing to talk but ...





# TYPICAL DEVELOPMENT OF EXPRESSIVE CONTROL

- The earliest development of expressive control occurs during the third year of life, when young children make autonomous, self-initiated efforts to control their expression of negative emotion and distress in the absence of adult directions to do so (Kopp, 1989). Early work on expressive control entailed conscious masking of emotion and intentional deception with a focus on the face.
- The expressive control may have served to regulate her own emotions, to avoid a punitive reaction by the assistant, or internalization of rules of polite emotional behavior. Such expressive control is less likely to occur in interactions with trusted caregivers
- Skill at expressive control improves over the course of middle childhood (Garrett-Peters & Fox, 2007; Saarni, 1979), a result of experience and socialization influences. Parental warmth, sensitivity, positive expressiveness, sensitive control, and use of child emotion as a teaching opportunity have all been correlated with child emotional competence, including expressive control.

# EMOTION UNDERSTANDING

Competence in emotion understanding comprises a variety of component skills all of which involve knowledge about one's own and others' emotions. These skills include being able to accurately recognize and discriminate among different emotions, knowing about potential causes and consequences of different emotions, and knowing how emotions can be regulated.

Competence in this domain includes related concepts such as

- emotional awareness or clarity (being able to experience and recognize one's own emotions clearly),
- emotion perception (being able to accurately decode facial activity and vocal qualities of different emotions expressed by others)
- display rule knowledge (being aware of cultural rules about how emotion is communicated and being aware that expressive behavior may not reflect subjective feeling).

Competent emotion understanding also involves the development of theory of mind (being able to understand that another person may have a different emotional reaction than your own) and empathy (understanding another's emotion and being emotionally responsive on behalf of the other's needs).

# EMOTION UNDERSTANDING

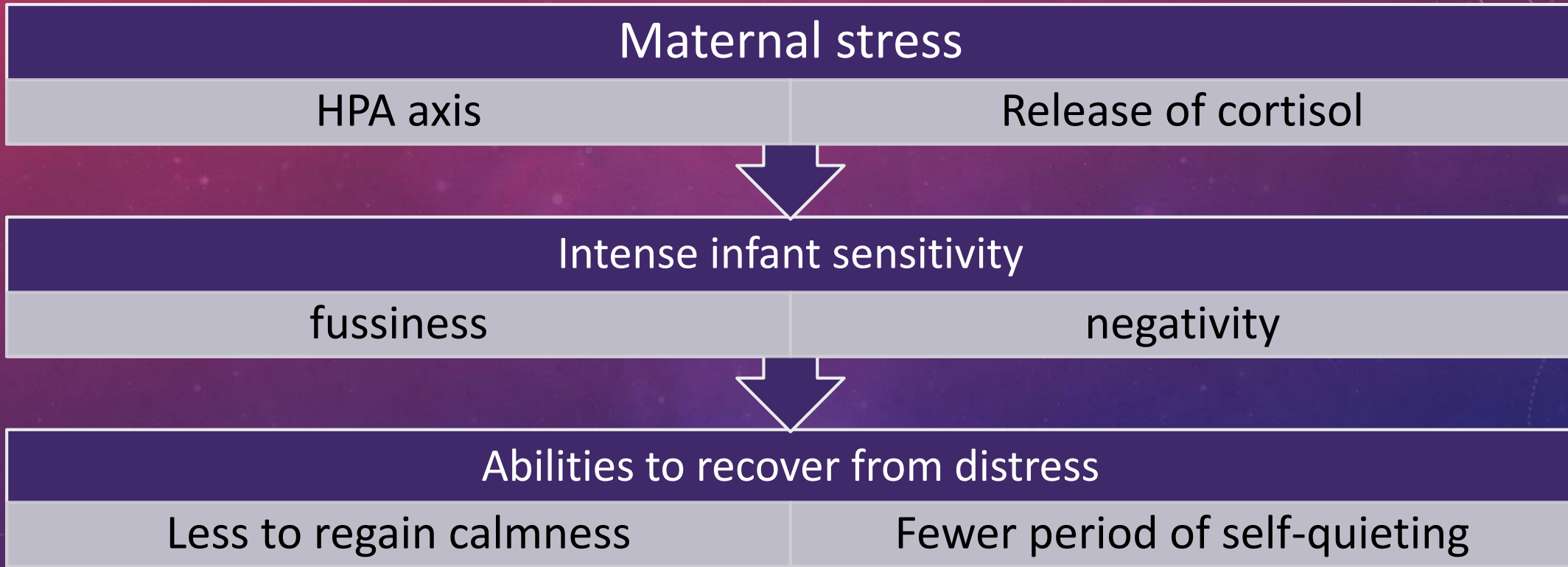
- Children first identify happiness reliably and over the first years continue to develop skill at differentiating among negative emotions.
- Very young children are therefore sensitive to emotional information but also lack the cognitive skills to reason about emotional information in the more sophisticated ways that develop throughout middle childhood and adolescence.
- By adolescence, experience and cognitive development continue to permit increasingly sophisticated ways of understanding emotion, including integrating knowledge of emotions into ever more complex understanding of human physiology, social relations, and cultural values



# DEVELOPMENT OF EMOTION REGULATION

- The third and final domain of emotional competence is emotion regulation.
- At the behavioral level, competent emotion regulation is defined by self-regulation of emotional reactions, both in interpersonal and solitary situations, and coregulation in interactions, in ways that are effective (achieve goals in the specific context) and appropriate (conform to the immediate situational constraints and to sociocultural standards).

# MATERNAL STRESS



# DEVELOPMENT OF EMOTION REGULATION

- The ability to self-initiate executive control of appraisal/action readiness changes in effective, appropriate ways requires the child to develop neural networks that connect prefrontal cortical regions, which are assumed to support executive or top-down regulatory processes, to limbic regions.
- **Infants have some limited self-regulatory capacity**
- **Behaviors can have calming effect**





# TYPICAL DEVELOPMENT OF EMOTION REGULATION (SCHOOL AGE CHILDREN)

- **Acceptance of adult standards**
- **Alter their distress without adult instruction or presence**
- **Expressive control in the absence of familial caregiver**
- **When trusted caregiver is present, they seek support**
- **Support-seeking is a form of self regulation**





*Thank you*