

Development of Emotionality.

- (i) Infancy
Crying - The first cry verifies that baby's lungs are filled with air.
- There are various types of cry:-
- Basic cry i.e a rhythmic pattern that follows by a brief silence than a shorter & high pitch, than main cry with the brief rest.
 - Anger cry - Variation with basic cry with exasperation or rage in which more excess air is forced toward the vocal cord.
 - Pain cry - A sudden long cry initially a basic one but then there is breath holding. It is stimulation at high intensity where no moaning is present.

Parents can distinguish the cry of their babies as their response to cry varies.

Parents response to help the child to develop a sense of trust and care as it postures attachment to the care givers.

(ii) Smiling - a type of communication
(a) reflex smiling - It does not occur to external response and appear during 1st month usually during sleep.

(b) social smile - It occurs as response to external stimuli only after 2 months.

(iii) Fear - It appears after 6-8 months of age and peaks at 18 months. The most frequent expression of an infant's fear involves stranger anxiety emerge gradually, individual variation and its expression eg distress for stranger encounters, separation protest

Early childhood

A 3 year old can distress himself/herself when frustrated, they have

high sense of cooperation but fail to sort any problem behaviours. pride is expressed when

~~is taken~~ ~~children~~ children feel joy as a result of successful ~~action~~ outcome of a particular action whereas shame arises from global attribution of failure in regard to their standard rules and goals.

- Girls show more pride and shame than boys.
- Children learn about causes and consequences ~~emotions~~ of feeling
- Emotions play important role in whether a child peer relationship are successful or not.

As moody and emotionally negative ~~are~~ children are more either popular or nonpopular

Middle and late childhood.

- An increased ability to understand emotion such as pride & shame, and ~~or~~ more than one emotion can be experienced in a particular situation
- Marked improvement in the ability to suppress or conceal negative emotion
- Use of self initiated strategies to for

Self efficacy is generated in late childhood i.e the feeling of being in control of their emotional experiences.

Adolescence

Emotional highs or low increased during early adolescence.

Girls are specially vulnerable to depression in adolescence.

Extreme feelings are present and there is 70% decrease in happy.

Emotional fluctuations in early adolescence are high due to the variation of hormones however it is mostly associated with stress, eating patterns, sexual activity and social relationships.

Adolescence emotional regulation and mood play a pivotal role in their academic success.

Adulthood.

Like children, adults adapt more efficiently when they are emotionally intelligent as they are skilled at perceiving and expressing emotions, understanding emotions, using

feelings to facilitate thought and managing emotions effectively

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Developmental changes in emotions continue through the adult years. Stereotypes lead to expectations that the emotional landscape for older adults blur, that most live a sad and lonely life. But researches reveal a different picture as older adults reported experiencing more positive emotions ~~the~~ and less negative emotions than younger adults as they have less extreme joy and more contentment.