

DOWNLOAD PDF EMOTION AND SELF-REGULATION ROSS A. THOMPSON.

Chapter 1 : Ross Thompson – People in the Social Science Departments at UC Davis

Emotion and self-regulation. Thompson [8] claims that emotional regulation is related to processes by which people influence what emotions they have, Ross A. Thompson;

Describe the significant contributions of parent-child and peer relationships to the development of social skills and personality in childhood. Explain how achievements in social understanding occur in childhood. Moreover, do scientists believe that infants and young children are egocentric? Describe the association of temperament with personality development. The answers that readily come to mind include the influences of parents, peers, temperament, a moral compass, a strong sense of self, and sometimes critical life experiences such as parental divorce. Social and personality development encompasses these and many other influences on the growth of the person. In addition, it addresses questions that are at the heart of understanding how we develop as unique people. How much are we products of nature or nurture? How enduring are the influences of early experiences? The study of social and personality development offers perspective on these and other issues, often by showing how complex and multifaceted are the influences on developing children, and thus the intricate processes that have made you the person you are today Thompson, a. Humans are inherently social creatures. Mostly, we work, play, and live together in groups. The Daring Librarian, <https://www.daringlibrarian.com/>: The first is the social context in which each child lives, especially the relationships that provide security, guidance, and knowledge. The second is biological maturation that supports developing social and emotional competencies and underlies temperamental individuality. Social and personality development is best understood as the continuous interaction between these social, biological, and representational aspects of psychological development. Relationships This interaction can be observed in the development of the earliest relationships between infants and their parents in the first year. Virtually all infants living in normal circumstances develop strong emotional attachments to those who care for them. One of the first and most important relationships is between mothers and infants. The quality of this relationship has an effect on later psychological and social development. Such insecure attachments are not necessarily the result of deliberately bad parenting but are often a byproduct of circumstances. For example, an overworked single mother may find herself overstressed and fatigued at the end of the day, making fully-involved childcare very difficult. In other cases, some parents are simply poorly emotionally equipped to take on the responsibility of caring for a child. Infants can be securely or insecurely attached with mothers, fathers, and other regular caregivers, and they can differ in their security with different people. The security of attachment is an important cornerstone of social and personality development, because infants and young children who are securely attached have been found to develop stronger friendships with peers, more advanced emotional understanding and early conscience development, and more positive self-concepts, compared with insecurely attached children Thompson, As children mature, parent-child relationships naturally change. Preschool and grade-school children are more capable, have their own preferences, and sometimes refuse or seek to compromise with parental expectations. This can lead to greater parent-child conflict, and how conflict is managed by parents further shapes the quality of parent-child relationships. This kind of parenting style has been described as authoritative Baumrind, By contrast, some less-constructive parent-child relationships result from authoritarian, uninvolved, or permissive parenting styles see Table 1. Comparison of Four Parenting Styles Parental roles in relation to their children change in other ways, too. Family relationships are significantly affected by conditions outside the home. Within the home, parental marital difficulty or divorce affects more than half the children growing up today in the United States. Divorce is typically associated with economic stresses for children and parents, the renegotiation of parent-child relationships with one parent typically as primary custodian and the other assuming a visiting relationship, and many other significant adjustments for children. Divorce is often regarded by children as a sad turning point in their lives, although for most it is not associated with long-term problems of adjustment Emery, Peer Relationships Peer relationships are particularly important for children. They can be supportive

but also challenging. Peer rejection may lead to behavioral problems later in life. Peer relationships are also important. In peer relationships, children learn how to initiate and maintain social interactions with other children. They learn skills for managing conflict, such as turn-taking, compromise, and bargaining. Play also involves the mutual, sometimes complex, coordination of goals, actions, and understanding. Through these experiences, children develop friendships that provide additional sources of security and support to those provided by their parents. Being accepted by other children is an important source of affirmation and self-esteem, but peer rejection can foreshadow later behavior problems especially when children are rejected due to aggressive behavior. With increasing age, children confront the challenges of bullying, peer victimization, and managing conformity pressures. Social comparison with peers is an important means by which children evaluate their skills, knowledge, and personal qualities, but it may cause them to feel that they do not measure up well against others. For example, a boy who is not athletic may feel unworthy of his football-playing peers and revert to shy behavior, isolating himself and avoiding conversation. Each of these aspects of peer relationships requires developing very different social and emotional skills than those that emerge in parent-child relationships. They also illustrate the many ways that peer relationships influence the growth of personality and self-concept. In these relationships, children develop expectations for specific people leading, for example, to secure or insecure attachments to parents, understanding of how to interact with adults and peers, and developing self-concept based on how others respond to them. These relationships are also significant forums for emotional development. Remarkably, young children begin developing social understanding very early in life. If the mother looks calm and reassuring, the infant responds positively as if the situation is safe. Although developmental scientists used to believe that infants are egocentric—that is, focused on their own perceptions and experience—they now realize that the opposite is true. Infants are aware at an early stage that people have different mental states, and this motivates them to try to figure out what others are feeling, intending, wanting, and thinking, and how these mental states affect their behavior. They are beginning, in other words, to develop a theory of mind, and although their understanding of mental states begins very simply, it rapidly expands. Wellman, For example, if a month-old watches an adult try repeatedly to drop a necklace into a cup but inexplicably fail each time, they will immediately put the necklace into the cup themselves—thus completing what the adult intended, but failed, to do. How do these achievements in social understanding occur? One answer is that young children are remarkably sensitive observers of other people, making connections between their emotional expressions, words, and behavior to derive simple inferences about mental states. This is especially likely to occur in relationships with people whom the child knows well, consistent with the ideas of attachment theory discussed above. Growing language skills give young children words with which to represent these mental states. They are quite right to do so, because temperament is a foundation for personality growth. But temperament defined as early-emerging differences in reactivity and self-regulation is not the whole story. Although temperament is biologically based, it interacts with the influence of experience from the moment of birth if not before to shape personality. Rothbart, Temperamental dispositions are affected, for example, by the support level of parental care. Personality is the result, therefore, of the continuous interplay between biological disposition and experience, as is true for many other aspects of social and personality development. As children mature biologically, temperamental characteristics emerge and change over time. A newborn is not capable of much self-control, but as brain-based capacities for self-control advance, temperamental changes in self-regulation become more apparent. In addition, personality is made up of many other features besides temperament. Indeed, personality development begins with the biological foundations of temperament but becomes increasingly elaborated, extended, and refined over time. The newborn that parents gazed upon thus becomes an adult with a personality of depth and nuance. Social and Emotional Competence Social and personality development is built from the social, biological, and representational influences discussed above. These influences result in important developmental outcomes that matter to children, parents, and society: These are some of the developmental outcomes that denote social and emotional competence. These achievements of

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social and personality development derive from the interaction of many social, biological, and representational influences. Consider, for example, the development of conscience, which is an early foundation for moral development. Conscience consists of the cognitive, emotional, and social influences that cause young children to create and act consistently with internal standards of conduct Kochanska, Biologically based temperament is involved, as some children are temperamentally more capable of motivated self-regulation a quality called effortful control than are others, while some children are dispositionally more prone to the fear and anxiety that parental disapproval can evoke. Conscience development also expands as young children begin to represent moral values and think of themselves as moral beings. In the development of conscience, young children become more socially and emotionally competent in a manner that provides a foundation for later moral conduct Thompson, Young children learn about gender from parents, peers, and others in society, and develop their own conceptions of the attributes associated with maleness or femaleness called gender schemas. They also negotiate biological transitions such as puberty that cause their sense of themselves and their sexual identity to mature. Each of these examples of the growth of social and emotional competence illustrates not only the interaction of social, biological, and representational influences, but also how their development unfolds over an extended period. Early influences are important, but not determinative, because the capabilities required for mature moral conduct, gender identity, and other outcomes continue to develop throughout childhood, adolescence, and even the adult years. Conclusion As the preceding sentence suggests, social and personality development continues through adolescence and the adult years, and it is influenced by the same constellation of social, biological, and representational influences discussed for childhood. Changing social relationships and roles, biological maturation and much later decline, and how the individual represents experience and the self continue to form the bases for development throughout life.

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Chapter 2 : Ross A. Thompson â€¢ ZERO TO THREE

This article examines the implications of developmental systems theory in understanding the association between emotion and emotion regulation, enlisting the functionalist orientation of contemporary emotions theory, a broad portrayal of emotion regulatory influences, and attention to the role of context in the management of emotion.

Ross Thompson See discussions, stats, and author profiles for this publication at: Early prosocial development View project All content following this page was uploaded by Susan Calkins on 05 January The user has requested enhancement of the downloaded file. All in-text references underlined in blue are added to the original document and are linked to publications on ResearchGate, letting you access and read them immediately. Lewis,² and Susan D. Calkins³ 1 University of California, Davis, 2University of Toronto, and 3University of North Carolina, Greensboro ABSTRACTâ€”Developmental research on emotion regulation focus on the processes by which emotional responses tion is increasingly advancing toward a systems view that are modified to accomplish individual goals, developmental integrates behavioral and biological constituents of emo- researchers continue to disagree over core features of emotion tional self-control. However, this view poses fundamental regulation and its definition cf. Much of this of multilevel processes characterized by feedback and disagreement centers on the association of self-regulatory interaction between higher and lower systems, it becomes processes with other influences on emotion, and the implica- increasingly apparent that emotion regulation is a com- tions of this association for the constructive, adaptive functions ponent of rather than a response to emotional activa- that emotion regulation may provide. Biological contributes to maladaptive behavioral outcomes, espe- formulations favor a multidirectional systemic view that en- cially in conditions of environmental adversity. The courages researchers to understand, in concert, the component implications of this perspective for the developmental processes of emotion regulation at multiple levels. But the study of emotion regulation are discussed. Our purpose here is to profile these developmental science. It is compelling because the association conceptual challenges and to suggest several ways they can be of developing self-regulatory skills with social and emotional addressed in the next generation of research on the development competence promises to enhance therapeutic approaches to of emotion regulation. Some of these processes are , Copyright the Author s regulatory and emotion-specific, but others are not. Early in Journal Compilation , Society for Research in Child Development infancy, for example, self-regulation of emotional arousal is tied Volume 2, Number 3, Pages â€” Reassessing Emotion Regulation j to the growth of executive attentional control, with the redirection situations. In early to middle what exactly is being regulated when emotions arise. Emotion self- in emotion regulation. However, children may appear to be regulation is also enhanced by growth in episodic and semantic emotionally dysregulated in situations where they are function- memory, causal reasoning, and advances in perceived self- ing quite well as emotional tacticians e. With increasing age, emotion regulation is candy, an adolescent becoming moody to gain attention from influenced by growth in theory of mind, emotion understanding, sympathetic friends because their goals for managing emotion and developing knowledge of sociocultural display rules Bartsch are different from those of an adult observer. In families with significant marital conflict, for multifaceted. Children become more competent at emotional example, children may employ a variety of strategies for self-control as they acquire a greater variety of self-initiated managing their emotions, such as maintaining hypervigilance strategies of emotion management that rely less on external to signs of impending conflict so that they can avoid exposure to it support. Such strategies are problematic because although attentional, linguistic, and representational influences , are they may sometimes provide immediate safety or relief, they leave more flexibly applied to specific contextual demands, and the child emotionally vulnerable in the long run. But there may be gradually incorporate cultural expectations. Children also no more adaptive manner of regulating emotion in these circum- enlist emotion regulatory skills to accomplish increasingly stances. In a similar manner, children who live with a depressed complex social and personal goals. Emotion reciprocal

influences among multiple control processes. Such regulation can, in short, contribute outcomes that may not be a systems perspective should lead to research questions focused psychologically healthy or adaptive in an overarching sense. Lewis, and Susan D. Of particular interest to researchers studying emotion each other through feedback processes. This makes it difficult regulation has been the measurement of vagal regulation of the and potentially misleading to map onto the developing nervous heart when the organism is challenged. Such regulation is system the behavioral distinction between emotion activation indexed by a decrease in RSA or vagal tone vagal withdrawal and emotion regulation: Higher and lower neural processes that during situations where coping or emotional and behavioral influence the course of emotion at any point must be regarded, in regulation is required Porges, , Vagal regulation in some sense, as regulatory in nature. Thus, vagal withdrawal is thought ened to include biological and neurobiological functions such as to be a physiological strategy that results in greater cardiac output achieving coherent organization , as well as, or instead of, in the form of heart rate acceleration and that contributes psychological health and well-being. They can begin to be observed quite early in as the maturation of higher order control mechanisms. Greater RSA decreases during challenging sit- uations are related to better state regulation, greater self-Parasympathetic Control of Arousal: While in particular are implicated in these processes and, conse- vagal withdrawal is related to complex responses involving the quently, play a key role in the regulation of state, motor activity, regulation of attention, emotion, and behavior, the magnitude of and emotion Porges, For example, between sustaining metabolic processes and generating more the control of physiological arousal, which is achieved during complex responses to environmental events Porges, Parasympathetic influences on heart rate can be easily This biological response is also sensitive to elements of the quantified in young humans. Variability in heart rate that occurs context in which regulatory challenges are being met. For at the frequency of spontaneous respiration respiratory sinus example, recent research comparing the magnitude of RSA arrhythmia [RSA] can be measured noninvasively and is response to different types of challenging tasks indicates that considered a good estimate of parasympathetic influence on children display significantly greater decreases in RSA when cardiac variability via the vagus nerve. We can psychobiological systems in the process of emotional coping. Whereas higher levels are often assumed to regulate themselves. Higher levels such as the prefrontal cortex PFC and behavior problems Calkins et al. Adults with depres- anterior cingulate cortex ACC mediate voluntary, executive sion and anxiety have shown the same pattern of responding control mechanisms, including response inhibition, selection in some studies and the opposite pattern in other studies among competing responses, reappraisal, judgment, and self- Beauchaine, However, the data on depressed individ- monitoring e. Lower level structures mediate pro- the tasks used to elicit cardiac responding. Nevertheless, one cesses that are automatic rather than deliberate and that interpretation of an apparently well-regulated physiological proceed without consciousness. For example, the hypothalamus response is that although the vagal system is acting to facilitate regulates activity by tuning corticolimbic systems to basic increases in cardiac output to meet the challenge, the physio- mammalian agendas such as mating, nurturance, and aggres- logical response is exaggerated, perhaps in an effort to maintain sion. One consequence of such a strategy, The amygdala constrains the cortex to perceive and at least at a physiological level, is that the greater cardiac output appraise events according to emotional meanings that have been that is needed might in and of itself be disruptive to functioning. In sum, higher levels of the processes of emotion regulation, can be both adaptive and neuroaxis regulate through the application of deliberate cogni- disruptive depending on at what point in the emotion process the tive activity, whereas lower levels regulate by tuning perception physiological response is activated. As long as we conceptualize regulation in terms coping illustrates the systemic nature of emotion regulation, of constraints on one structure by another, emotion regulation therefore, by demonstrating how cardiac activity is reciprocally occurs at both levels. Such a view overlaps with the psycho- linked both to central nervous system processes and to the logical model of Ochsner and Gross, â€”who emphasize the support of close relationships. Importantly, none of these interplay between emotional generation and reappraisal pro- affective, physiological, or social mechanisms is the source of

cesses in emotion regulation and the developmental approach emotion regulation or coping. Rather, each interacts with the of Gross and Thompson, On the basis of event-related potential and magnetoencephalographic responses to different Feedback and Coordination in the Neurobiology of kinds of cues, some authors conceptualize component processes Emotion Regulation in emotion as working in a particular sequence see review and Another complex integrated feedback system related to emotion synthesis by Adolphs, However, the fact that various regulation is the brain itself. A number of investigators view the components enter the picture early does not mean that they brain as a set of nested feedback loops e. The concept of modifying perceptions and interpretations of events while feedback is very helpful in assessing both normative and emotional responses self-organize Lewis, This sort of individual features of emotion regulation. For example, higher modeling can be taken one step further by assigning brain cortical structures such as the ACC which is closely connected structures to higher or lower levels of the neuroaxis see also to several regions of the PFC can be described as regulating or Child Development Perspectives, Volume 2, Number 3, Pages 1-10 j Ross A. Calkins suppressing amygdala activity Critchley et al. Another the amygdala tunes ACC activation according to its emotional period of qualitative change is seen in adolescence, when associations e. To take a ubiquitous and dramatic example, depressed or Development of the amygdala is less well understood. These ated amygdala responses to fear-eliciting situations Perez- individuals are also more likely to show a genetic anomaly in Edgar et al. And in a study that used a serotonin transporter gene, suggesting the underutilization of cortical source models constructed from dense-array EEG data serotonin in ACC neurons Pezawas et al. Thus, from 9- to year-olds who had experienced a negative mood susceptibility to depression may be determined by the character induction, Lewis, Lamm, Segalowitz, Stieben, and Zelazo of feedback relations in a network of interacting structures observed activity in ventral cortical regions known to be closely during the processing of negative emotion. In a neurobiological linked with the amygdala. Thus, there is reason to conclude that sense, it is not that these individuals are underregulated, the amygdala is online and modulating emotional responses overregulated, or dysregulated. Rather, the neurobiological from an early age, gradually shaping emotional content across mechanisms involved in their self-regulation have achieved the life span. Furthermore, depression facilitates ruminations about the can be further analyzed by the deliberate, executive, regulatory self as bad or blameworthy. In sum, the development of emotion regulation capabilities Rumination is likely mediated by prefrontal cortical activities depends on the interaction of multiple cortical and subcortical under the influence of a highly active and attuned amygdala. Each of these systems has its own well as higher structures, and in ways that would not be developmental trajectory, which helps to explain the complex, described as adaptive from a superordinate perspective on heterogeneous development of emotion regulation demon- social functioning. Finally, each can influence The complexity of multiple interacting neural components in the course of emotion in ways that may or may not foster emotion regulation challenges researchers to differentiate the subjective well-being. There is good evidence that different developmental trajectories of different systems. Consider, for neural systems become effective according to different time- example, the development of PFC and ACC systems mediating tables and interact with each other in unique ways as children executive control in comparison with the development of develop. The outcomes of these interactions supply children associations in the amygdala. Correspondingly, the capacity for effortful and deliberate self-regulation and rule-use strategies also develops across these years. During this challenges it poses for longstanding conceptualizations of period, children become better able to delay gratification emotion management. Development and Psy- systems. These systems can be parsed into higher and lower chopathology, 13, Testing a core emotion- regulation prediction: Does early attentional persistence moderate logical domains e. The transition from infancy to language: However, each level assumes a role in the the power of expression. Emotions are managed Bloom, L. The intentionality model and as emotions are generated, not always afterward, and thus language acquisition: Engagement, effort, and the essential emotion regulation must be studied as a component of emotion tension in development. Monographs of the Society for Research itself. In developmental analysis, emotion regulation becomes in Child

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Development, 66 Serial No. Definitional becomes increasingly enlisted to accomplish more complex issues in emotion regulation research. Child Development, 75, psychological goals. In this sense, the phenomenon of emotion “ Cardiac vagal tone indices of temperamental much remains to be understood about how these constituents of reactivity and behavioral regulation in young children. Devel- opmental Psychobiology, 31, “ Journal of Abnormal Child Psychology, 2, positive outcomes, especially for individuals in conditions of “ Our analysis of the development of emotion regulation has Emotional reactivity and emotional regulation strategies as some similarities to recent critiques of the construct e. Social Development, 8, “

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Chapter 3 : Reassessing Emotion Regulation | Ross Thompson - www.nxgvision.com

Abstract. Current neofunctionalist views of emotion underscore the biologically adaptive and psychologically constructive contributions of emotion to organized behavior, but little is known of the development of the emotional regulatory processes by which this is fostered.

This article has been cited by other articles in PMC. Abstract This study examined the association between the security of attachment and processes influencing the development of emotion regulation in young children. Emotion regulation, Security of attachment, Sensitivity, Emotion understanding The security of attachment is associated with a variety of positive psychological outcomes for young children, including stronger peer relationships, enhanced self-concept, greater emotion understanding, and better social problem-solving skills see Thompson , for a review. Emotion self-regulation is central to many of these psychological sequelae. They may subsequently talk with the child about distressing experiences more thoughtfully and sensitively, and offer greater understanding of useful strategies for managing these feelings. In short, the characteristics associated with attachment security may foster emotion regulation in children in many ways. The goal of this research study was to unpack the constructs of attachment and emotion regulation to examine how the security of attachment might be associated with processes influencing the development of emotion regulation in young children. Second, we were interested in how attachment security was associated with the ease with which children would talk with their mothers about an upsetting event in light of the importance of such forums for maternal coaching about emotion regulation Laible and Panfile A parent who is seeking to assist a young child in managing sadness will be helpful if the child is indeed experiencing sad affect, but will be less effective or relevant if the child instead is feeling anger, fear, or positive emotion. A study by Levine et al. Parents and their preschoolers were independently prompted to remember shared events in the recent past in which the child felt happiness, sadness, anger, or fear. These researchers found that the rate of agreement between the primary emotion reported by parent and child varied according to whether the emotion reported by the parent was happiness. Later, mothers and children were independently shown a videotape of their behavior during this procedure and asked how the child felt at this time, and why. We also anticipated, however, that individual differences in the extent of mother-child agreement would be associated with the influence of four variables. This was based, in part, on the ideas of Gottman et al. Parents who value the influence of emotions in their own experience, for example, and believe that they merit acceptance are more likely to be attentive to the feelings of their children. Attachment and Child Conversational Avoidance Parents also contribute to the development of emotion regulation when they later talk with children about recent experiences involving emotional arousal Thompson and Meyer Retrospective reminiscing about events in the recent past has several advantages over immediate parental interventions in the socialization of emotion regulation. Parents talk more frequently with young children about negative than positive emotions and have more complex discourse with them about negative feelings, perhaps because negative emotions are more perplexing to young children and are more often the targets of regulatory efforts Laguttuta and Wellman As researchers who study parent-child conversations about negative emotional events have long recognized, however, young children often prefer not to discuss recent events that have been upsetting see, e. This is a natural response to maternal prompting to talk about uncomfortable or unsettling topics, but because conversations about negative emotional events also provide opportunities to talk about emotion regulation strategies, parents must adapt their conversational style to surmount child avoidance of this kind. We were especially interested in three influences on the frequency of child evasion of this kind. The first was the security of attachment, with the expectation that children in secure relationships with their mothers would exhibit less avoidance than insecure children. This hypothesis was based on the expectation that mothers who are more validating would provide young children with a more comfortable and accepting interpersonal environment in which to discuss past experiences of sadness or anger. We also examined the influence of

maternal depressive symptomatology and emotion representations on child avoidance. They were recruited through child care and preschool programs in socioeconomically diverse communities. Ethnic diversity reflected the region in which the study was conducted: Educational background was similarly diverse: During the first session, mothers and children discussed together four emotionally salient events of the recent past: Mothers were asked to discuss these experiences with their children as they normally would at home and to continue until they felt the conversation was naturally concluded. Mothers were prompted to help their children remember what happened, how they felt, and how they dealt with these emotions. Subsequently, the mother completed the Attachment Q-sort Waters and Deane , and children completed several assessments of emotion understanding. During the second lab visit, mothers and children participated in the denied request task described below. Afterwards, mothers and children independently participated in separate interviews of what occurred during the denied request task and, in particular, the feelings of each during this emotion regulation probe. Mothers and children were reunited for another conversational task and clean up before departing. Children received a small gift for their participation. Measures Child avoidance The two mother-child conversations during the first lab visit that focused on events in the recent past when children felt sad and angry were analyzed for indications of child avoidance of the conversation topic. Examples of child avoidance include a changing the topic i. In order to adjust for variable conversational duration, the frequency of child avoidance was divided by the total number of conversational turns, yielding proportion scores. The mean of child avoidance was. The mean of maternal validation was 3. Security of attachment The Attachment Q-sort version 3. Mothers sorted 90 cards containing descriptive statements into nine groups based on how accurately each described their child. To ensure the validity of their responses, however, mothers must be properly trained, kept blind to the construct being measured, sent the AQS items to look over in advance, and supervised during their sort in case questions arise. Such procedures have yielded predictive validity consistent with attachment theory in other studies e. The mean security score for this sample was. The vignettes were accompanied by facial and vocal cues by the experimenter. In eight of the 20 stories, the puppet was shown to feel the same way that most people would feel in the given situation e. Two points were given for an accurate response, and one point was given if children matched the valence of the emotion but did not accurately identify it. Because the number of stories describing negative emotion varied for children based on maternal responses to the nonstereotypical vignettes , each child received a proportion score based on the total points divided by the total possible points for each part of the task emotion labeling, stereotypical stories, and nonstereotypical stories. The resulting scores were converted into z scores and then summed to create a score for negative emotion understanding. As standard scores were aggregated, the mean for this measure was. Denied request task During the second lab visit, the child was allowed to choose a snack or candy as a reward from a variety of choices while the mother was out of the room. The experimenter told the child that it was OK to eat it immediately, but that first the child should consult with the mother after her return to the room. In another location, mothers were not informed of these instructions but were instead told by another experimenter that they should ensure that the child not eat the snack until after they had returned home from the lab visit. Mothers and children were then reunited. Mother and child emotion interview Later in the procedure, mothers and children were independently invited to a separate room where they were shown the videotape of the denied request task and interviewed about what happened, adapted from a procedure developed by Gottman and Levenson for studying marital interactions. Children were asked to identify how they felt at this time by choosing one from a set of simple line drawings of facial expressions depicting happiness, anger, and sadness. These emotions and their labels are within the emotion lexicon of children of this age and prior to viewing the videotape, children were prompted to provide the correct verbal label for each picture. They also rated the intensity of that emotion using another picturecard representing increasing intensities of emotion through circles of increasing size that had been earlier introduced and explained. Children were also asked several other questions about why they felt as they did, what they could do to feel better, and how their mothers felt at this time and why. Subsequently, mothers watched the same video

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vignette and were also asked how the child felt and why, along with several other questions about behavior during the procedure. Mothers provided open-ended verbal responses to these questions, along with rating the intensity of each emotion they attributed to the child; mothers could attribute as many emotions to the child as they wished. The emotion categories into which maternal attributions of emotion were coded were: Two coders coded maternal emotion attributions of the child in this manner, establishing an interrater reliability of .85. Based on prior studies of emotional expressiveness in young children (e.g., Thompson & Ross, 2007). The videotapes of the denied request task episodes of 70 children were coded three others were uncodeable with an inter-rater reliability of .85. Scores for depressive symptomatology are calculated by adding the number of days for which depressive symptoms were reported, with a potential range of scores of 0–60 and scores of 16 or higher considered indicative of clinical depression. The mean score for this sample was 12. Twelve mothers in the sample were over the clinical cutoff of 16. Parents used a 5-point Likert scale (1–5) indicating high agreement to indicate how much they agreed with statements about emotions. For this sample, the mean score was 4. Security of attachment was significantly negatively associated with child avoidance, and positively associated with maternal validation, during the mother-child emotion conversations. Securely-attached children were less likely to avoid participating in the conversation, and their mothers used more validating comments. Child avoidance was also significantly negatively associated with maternal validation, and negatively correlated with child negative emotion understanding. The most avoidant children were lowest in their understanding of negative emotions, and their mothers were least validating in conversation. There were no other significant bivariate associations between the study variables.

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Chapter 4 : James J. Gross & Ross A. Thompson (eds.), Emotion regulation: Conceptual foundations - Phi

A developmental psychologist, Professor Thompson studies early parent-child relationships, the development of emotion understanding and emotion regulation, conscience development, prosocial motivation and the growth of self-understanding in young children.

Research Focus A developmental psychologist, Professor Thompson studies early parent-child relationships, the development of emotion understanding and emotion regulation, conscience development, prosocial motivation and the growth of self-understanding in young children. He is broadly concerned with the development of constructive social motivation early in life. Professor Thompson also works on the applications of developmental research to public policy concerns, including school readiness and its development, early childhood investments, child abuse prevention, families in divorce and early mental health. He has written in a large variety of public and policy forums about these topics. Selected Publications Newton, E. Experiences in early relationships explain variability in prosocial behavior. *Child Development*, 87, Links with attachment security. Social support and child protection: Lessons learned and learning. *Stress and child development. The Future of Children*, 24, Examining the complexity of prosocial motivation in young children. Declines in peer conflict from preschool through first grade: Influences from early attachment and social information processing. Early childhood mental health consultation: Promoting change in quality of teacher-child interactions. *Infant Mental Health Journal*, 34, Bridging developmental science and the law: *Hastings Law Journal*, 63, Wither the pre-conventional child? Toward a life-span moral development theory. *Child Development Perspectives*, 6 4 , Emotion and emotion regulation: Two sides of the developing coin. *Emotion Review*, 3,

Chapter 5 : Emotion Regulation and Attachment: Unpacking Two Constructs and Their Association

The security of attachment is associated with a variety of positive psychological outcomes for young children, including stronger peer relationships, enhanced self-concept, greater emotion understanding, and better social problem-solving skills (see Thompson , for a review).

Chapter 6 : Social and Personality Development in Childhood | Noba

Educational Psychology Review, Vol. 3, No. 4, Emotional Regulation and Emotional Development Ross A. Thompson 1 Current neofunctionalist views of emotion underscore the biologically adaptive.