

# Preface

Babies! As humorist Don Herold wrote, “Babies are such a nice way to start people!” Indeed, they are wonderful, cute, delightful, cuddly, soft, and warm; but they are also noisy, smelly, demanding, and frustrating. How we feel about babies usually depends on how much experience we’ve had with them, our relationship to the baby, how old we are, what kind of mood we happen to be in, and even what we have heard from others about babies.

Everyone has a relationship with infancy, if only because everyone has been a baby. All of us cried, wet our diapers, and felt tiny and dependent on those whom we trusted to provide everything we needed. Because all of us had different experiences *as* babies and different experiences *with* babies, babies mean different things to different people.

This book is about what babies mean to us, the authors, which is influenced by our own experiences with infants as developmental scientists, parents, grandparents, uncles, aunts, friends, co-workers, and even babysitters. Alan Fogel, PhD, is the OG for this textbook and continues as first author. With this seventh edition, Daniel Messinger, PhD, was added as second author and Denise Ann Bodman, PhD, became a contributor. Daniel, one of Alan’s former graduate students, shares expertise with

Alan in emotional development and infant communication and interaction. He also has expertise in autism, attachment, the effects of prenatal drug exposure, and infants’ experiences in preschool. Denise has worked in the field of family science for over 30 years, teaching, writing, and researching topics related to parenting, family processes, family violence, and family diversity; in addition, she worked as a speech/language pathologist in her early career. Together, we hope to have kicked it up a notch and provided an interesting, current, and informative book on infants and toddlers.

Drawing heavily on infancy research from the past 30 years, this book provides a scientifically based account of infant development. Science informs our relationship with infants, but relationships also are based on actual interactions. The research findings reported in this book, combined with your and our own experiences with infants, should lead you closer to an understanding of what you think about babies and what babies mean to you.

## Our Approach in This Text

This book is designed not only to report the facts about infants but also to convey the vitality of

infants as developing human beings. To accomplish this, we take a chronological approach to infant development, which illuminates a multifaceted picture of babies at particular ages. In each chapter, similar topics are covered with an eye toward distinguishing the developmental uniqueness of babies at each age. These topics include physical and motor development, perceptual development, cognitive development, communication (including social interactions, speech, and language), emotional development, and self-awareness. We have endeavored to include research that describes what infants actually do, think, and feel, and on how they behave in everyday contexts.

The chronological approach, though, is not perfect. Some topics seem to work better if treated more as a whole rather than deconstructed by age. As a result, we cover such topics more completely in single chapters. This provides a more coherent view of the topic in one place, yet we still briefly touch on the topic in other chapters, as well. If students are interested in specific topics, they can be found through active use of the *Table of Contents* and the index, allowing students to reread the same topic from another chapter to help clarify how the infant has changed in a particular domain. Instructors can encourage such integration by asking students in class, in study questions, on homework exercises, and on exams to describe what is similar and different, for example, between the perceptual abilities of three-month-old (Chapter 6) and seven-month-old infants (Chapter 7).

The text also can be easily adapted to instructor preferences and focus. For a shorter course, instructors can skip similar sections in each chapter. Instructors wishing to focus on the infant can skip the “Family and Society” sections. Those desiring a more applied course or a more socially-oriented course could skip the “Physical and Motor Development” and “Perceptual Development” sections. Another way to shorten the course is to drop whole chapters, such as those on prenatal development and childbirth.

## Changes in this Text

According to a French proverb from the 1800s, *plus ça change, plus c'est la même chose*. In English? The more things change, the more they stay the same. This may apply to many things in life, but it certainly does not apply to the study of infancy. Even information on something as basic as what to feed infants and when to stop breastfeeding has changed in the past ten years. If we didn't update textbooks, we would still be teaching that humans have 100,000 genes, we have junk DNA, and brain development is pretty set by three or four years of age. We would not address autism spectrum disorder or ACES (adverse childhood experiences and trauma).

In this edition, we bring updates to the empirical research, which includes references to recent studies and events, including the COVID-19 pandemic. In addition, how information is presented has changed, with new tables being introduced to summarize important information. For example, Chapters 1, 2, and 3 include tables and updated information on contraception, in vitro fertilization, and childbirth. In this text, readers will find new information on epigenetic changes, habituation, father's role, autism, childcare, toilet training, and factors that contribute to stable differences between infants as they develop. We also include a more global perspective on infant development. Compared with previous editions, we have done a bit of reorganization and revised headings and subheadings to help readers more easily navigate the material. It should be noted that we received important feedback from readers and users of the previous editions throughout the years, and we have used this feedback to continually improve this text. We appreciate this feedback and hope it continues.

## Pedagogical Features

To bring infancy to life, each chapter has several features to engage students and support their

learning and understanding of various aspects of infancy. One feature is the “Family and Society” section. In these sections, students will explore such topics as the effects of infants on parent and caregiver development, father-mother differences, infant-sibling interactions, maternal employment, and social policies toward infants. Of particular importance is that in many chapters, this section contains a discussion of cultural differences in infancy and infant care. Students should be reminded that cultures are each unique and that there is no one best way of rearing infants.

Additional features used to focus on infants’ real lives include “Co-regulating with Baby.” This feature contains concrete suggestions for infant care and social interactions with infants based on the research reviewed earlier in the chapters. It is written in an informal tone so that students can apply the information if and when they have an opportunity to spend time with babies. Another feature involves “Case Reports.” These are excerpts of term projects that Alan’s students have written when teaching classes using this book as they reflected on how the concepts of the book have impacted their own development.

Finally, we provide “Experiential exercises.” In most chapters, the experiential exercises contain brief and simple instructions that may help readers appreciate the infant’s psychological experience. These exercises were developed by Alan and his teaching assistants and colleagues over the years. Instructions for doing the exercises are given below. It helps to have someone read the steps while you do the exercises, or you could record them and then follow the recording. They can also be led by the instructor and done in the classroom. The reader should take each step slowly, giving the student time to fully experience the activity. In the classroom, Alan allows students about ten to 15 minutes to write down their experiences in a journal. Then, there is a class discussion in which students are encouraged to share what they did and felt. This is useful to highlight the wide range of individual differences, some of which may come

from each person’s infancy and early childhood past (see the concepts of “participatory memory,” Chapter 2).

#### *Experiential Exercises Instructions*

- Instructors must do the exercise themselves at least several times before teaching them to empathize with the students and to understand the effects.
- Students should be as comfortable as possible. Nothing should be physically painful.
- Students should dress comfortably and may want to remove belts, shoes, or jewelry.
- Distractions should be reduced as much as possible to encourage relaxation and engagement.
- Accommodations need to be made for pregnant students and students with physical limitations.
- Students should be told to “take care of yourself” and not follow any instructions that may be difficult or painful.
- Each instruction must be spoken clearly and slowly, and students must be given plenty of time to feel, sense, and move.
- The focus is on somatic and emotional awareness and not on conceptual awareness, thinking, evaluating, or judging—i.e., the focus is on cultivating “baby mind.”
- Instructors should also cultivate their own non-conceptual “baby mind” awareness in themselves and in empathy with the students, both in their embodied practice and while teaching.
- Encourage students to focus on their whole body and any feelings, leaving full pauses between each step for them to do this.
- Do not talk constantly when leading the exercises; allow for silences.
- In the discussion that follows the exercise, avoid judging or evaluating what students say;

simply comment about infant experience in general, acknowledge their own experience, or just say “thank you.”

- There is no wrong way to do these exercises or to experience them.
- Create an atmosphere of relaxation, comfort, and acceptance of each person’s point of view.
- Students are taking a risk to act like a baby and to allow themselves to be vulnerable, and the sense of that must be implicit in the instructor’s behavior.

## Acknowledgements

This edition is a thorough updating of the research and theory in the field. In revising the book, we did an in-depth search of the current literature. Many thanks to the authors’ students and staff members who assisted in digesting the research that we are presenting to you. In particular, we would like to thank Alex Adornato, Taylor Bak, Hana Blair, Antonia Coma-Soares, Luis Estrada, Frances Giacalone, Aiden Hoke, Ahjine’ Seay Jackson, Kim Joselwitz, Leigha Kircher, Alexis Kyelle, Yifei Li, Caroline McLoughlin, Sophia Meibohm, Ashley Ortiz, Veronica Rodriguez, Kate Simmons, Michelle Wanyana, and Michael de la Zerda. Some older references are retained even when new mate-

rial is included because the older material continues to contribute to our understanding.

We would like to thank the following consultants for their important and thoughtful written contributions to this book: Dr. Mark Reese (Feldenkrais practitioner and teacher, deceased; Experiential Exercises), Dr. Ilse de Koeyer (Adjunct Assistant Professor, Department of Psychology, University of Utah; Dr. Chris Porter (Professor of Child and Family Development, Brigham Young University), Eileen Rojas (Modern Dancer; Experiential Exercises), Dr. LaDonna Atkins (Professor, Department of Human Environmental Sciences, University of Central Oklahoma; applications section on Infant-Parent Mental Health Consultants), and Mark E. Ludwig (Associate Professor, California Institute of Integral Studies; section on Infant-Parent-Mental Health).

## Instructor Supplements

*Infancy, Sixth Edition* is accompanied by a **Test Bank** prepared by Professor Denise Bodman, Arizona State University, and a set of **Powerpoint Lecture Slides** prepared by Professor Ilse de Koeyer of the University of Utah. Both are available upon request by contacting the publisher at [bwebber@sloanpublishing.com](mailto:bwebber@sloanpublishing.com).