

Preface

Babies evoke mixed feelings in almost everyone. Common descriptions of babies range from wonderful, cute, delightful, cuddly, soft, and warm on the positive side to noisy, smelly, demanding, and frustrating on the negative side. The way we feel about babies usually depends on how much experience we have had with them, our relationship to the baby, how old we are, what kind of mood we happen to be in, and 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 were tiny and dependent on those whom we trusted to provide everything we needed. Because all of us have had different experiences as a baby and different experiences with babies, babies mean different things to different people.

This book is about what babies mean to Alan Fogel, Ph.D. and Daniel Messinger, Ph.D., which is impacted by their experiences with infants as developmental scientists, fathers, grandfathers, uncles, friends, and babysitters. Daniel—one of Alan's former graduate students—has been added as a second author in this new edition. Daniel shares expertise with Alan in emotional development and infant communication and interaction. Daniel also has expertise in autism, attachment, the effects of prenatal drug exposure, and infants' experiences in preschool.

This book draws heavily on infancy research that has been conducted in the past 30 years and provides a scientifically based account of infant development. Science informs our relationship with infants, but relationships are based on actual interactions. The research results reported in this book, combined with your own experience with infants, should lead you closer to an understanding of what you think about infancy and what babies mean to you.

We received important good feedback from the second edition, which have improved the text. This third edition brings updates to the empirical research covered in the text. These include references to recent studies and events such as the COVID-19 pandemic, and a more global perspective on infant development. Most headings in chapters have remained the same. However, subheadings have been introduced to help you navigate the text, and new tables have been introduced to summarize important information. For example, Chapters 1, 2, and 3 include new tables and updated information on contraception, in vitro fertilization, and childbirth. Chapters 4, 5, and 6 discuss new information on epigenetic changes, face preference, and habituation. Chapters 7, 8, and 9 contain new information about the father's role, autism, and about how infant's parents develop through parenthood. Chapters 10 and 11 provide updated perspectives on childcare and on factors that contribute to

stable differences between infants as they develop. Enjoy!

Pedagogical Features

This book is designed not only to report the facts about infants but also to convey the vitality of infants as developing human beings. We have endeavored to include research that describes what infants actually do, think, and feel and on how they behave in everyday contexts. Two additional methods are used to focus on infants' real lives. The first is **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.

The second is the use of **Experiential Exercises** sections that appear in most chapters. These "Experiential Exercises" sections contain brief and simple instructions that may help readers to approximate the infant's psychological experience. These exercises were developed by Alan and his teaching assistants and colleagues over the past 12 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. The reader should take each step slowly, giving the student time to fully experience. Alan allows students about 10-15 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 concept of "participatory memory," Chapter 2).

Instructors must do the exercises themselves at least several times before teaching them, in order 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 physical limitations
- Students should be told to "take care of yourself" and not follow any instruction 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 "babymind"
- Instructors should also cultivate their own non-conceptual "babymind" awareness in themselves and in empathy with the students, both in their own 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 or 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

Instructor Resources

Infant Development, Third 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.

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 since the previous edition (2015), and in this endeavor we were provided with valuable assistance from Dr. Denise Bodman of Arizona

State University. Many thanks also to the authors' students and staff members who assisted in digesting the research that we are presenting to you. Some older references are retained even when new material is included because the older material continues to contribute to our understanding.

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