**EMOTIONAL AND ATTENTIONAL ASPECTS OF SELF-REGULATION IN INFANCY**

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**INTRODUCTION**

The emergence of self-regulation can be seen in relation to several constructs which begin to develop at the end of a child's first year. These are: effortful control of behaviour (Rothbart & Bates 1998) – a temperamental construct that enables active self-regulation and is linked to executive attention (Rueda, Posner & Rothbart 2005) – the ability to manage attention towards some stimulus while ignoring others and resolving conflicts.

As the term self-regulation refers to a child's ability to "(1) control the reaction to stress, (2) capacity to maintain focused attention and (3) the capacity to interpret mental states in themselves and others" (Fonagy & Target 2002, p. 307), the objective of the study was to explore the relations between emotion regulation during frustration and attention regulation in twelve-month-old infants.

**METHOD**

358 children aged 12 months (M=52.39 weeks, SD=1.36; 158 girls, 200 boys) participated in the study, conducted in the Child Development Psychology Laboratory.

Emotion regulation was assessed during a frustration task (Toy Withdrawal, see Braungart-Rieker & Stifter 1996).

Children were observed for 30 seconds after toy withdrawal and 30 seconds after the toy was given back to them.

Emotion regulation strategies:  
1. Communication  
2. Object orientation  
3. Social orientation  
4. Avoidance  
5. Self-soothing

Attention regulation was assessed during three tasks

**RESULTS**

**EMOTION – ATTENTION REGULATION**

- **better attention focus**  
  \( r = .23 \)  
  **less intensity of emotional reaction**

- **greater stability of attention**  
  \( r = .16 \)  
  **less intensity of emotional reaction**

- **greater stability of attention**  
  \( r = .12 \)  
  **more delayed emotional reaction**

All correlation coefficients are significant at least at \( p < 0.05 \)

**REFERENCE**


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