

**Physical benefits of Play** Exercises muscles and improves hand-eye coordination. Repetition increases strength of the neurological structures.

**Psychosocial benefits of Play** Practice of social skills, and teaches them how to take perspective of others which makes them less egocentric .

**Cognitive benefits of Play** Improvement in planning and problem solving abilities, integration of experiences into a coherent (ordered) structure and promotes creativity and flexibility from experimentation without consequences

**Unoccupied Play** Babies stroke their body, play with their hands, or hug a stuffed animal. Eventually play with simple toys by banging them or dropping them.

**Solitary Play** Child plays independently

**Onlooker Play** Watches other children with considerable interest but will not join. Mildren Parten (pioneer researcher on play) says it is a transition to more social play .

**Parallel Play** Will play within proximity of others and can leave without conflict

**Associative Play** Interaction with others, periods are sustained. Very active → physical exhaustion

**Cooperative Play** Longer interactions, takes roles and play them more easily. Unified group play particular game.

**Pretend Play** Also known as dramatic play, type of play where children take on the roles of others. Develops slowly as children find themselves in different situations. Begins at a young age → child at 2 years of age can use symbols.

**Benefits of Pretend Play** Ability to cope with problems and explore roles of those around them. Pretend play at home leads to an increased ability to delay gratification (wants).

**Pretend play segregation of gender** Girls play domestic roles → housewife; use coordination

Boys like roles of power → superhero/villain; are hierarchal

**Cultural Differences in Pretend Play** Anglo-Americans (Non-Hispanic) → use commands, describe self, individualistic and are direct.

Korean-American → describe partners actions more and use polite requests.

**Rough-and-Tumble Play** Very physical play without aggression. There is no quarrel, take turns and no negative feelings afterwards.

**Benefits of Rough-and-Tumble Play** Practices physical skills, social skills and competence (overall ability). Related to problem-solving, popularity, and negation skills.

**Gender Segregation** Same-sex play. Young children usually lack of interest in opposite's play.

**Gender Identity/Labeling** One's awareness around age 2 of being a male or a female. Self-identified → found out on own.

**Gender Stability** Children's knowledge that gender does not change. Realization that girls become women, boys become men.

**Stereotypic Behaviors in Gender Identity** Girls refuse pants → "only boys wear pants" even if mother wears them.

Boys → intensely interested in playing "army"

**Gender Consistency/Constancy** Understanding that gender is fixed & does not change over time regardless of how they act or dress. Begins the decrease in rigidity of gender stereotypes.

**Kohlberg on Gender** Children actively self-construct gender through schema

**Concrete Operational Stage** Piaget's third stage of cognitive development, children develop the ability to perform logical operation. Cannot solve problems with abstraction or that are purely verbal; no difficulty if explained in real, concrete terms.

**Logical Operations** Piaget, when reasoning becomes logical. Understanding of causality, space, time, and speed. Useful in solving problems that involve real and observable objects.

**Decline of Egocentrism** Start to understand that others have different perspectives. More sensitive to the feelings of others; sympathy. Seek to validate their own view of the world through social interaction.

**Piaget's Cylinder** Displays ability to reverse operations. Balls are put into cylinder in order C-B-A and rotated 180 degrees. Concrete operational stage understands order is reversed.

**Decenter** Consider more than one dimension. Seen in concrete operational stage.

**Transformation** Objects change position or shape. Concrete child understands that it progresses through a series of steps preschooler could not.

**Conservation** Value does not change during change of appearance.

**Horizontal Decalage** Describes the unevenness of problem solving.

**Seriation** Order using logic or reasoning

**Multiple classification** Objects can be classified in many ways

**Limitations of Concrete Operational Thought** Trouble with abstract problem solving. Difficulty with hypothetical situations or questions. Think all germs cause all illness and to be healthy, just follow simple rules.

**Own Companions** Imaginary playmates that have names and personalities, usually same age as child. Relationship with equal power; spontaneous appearance.

**Personified Objects** Dolls and stuffed animals that have personality and behavior. Parent-child relationship; begins with acquisition of 'new toy'.

**Educational TV** Children can learn basic concepts, boys are less aggressive, improved reading skills.

**Organized Sports Benefits and Criticisms** Develops physical and social skills. 3 problems: Bad training methods, coaches/parents negativity, and over-competition

Unorganized Sports      Spontaneous physical activity

Health Education      Teaches children about physical & emotional health, and safety & accident protection

Theory of Mind Ability to attribute mental states to oneself and others. Necessary in order to function in our complicated social world.

Harry Wellman on Theory of Mind      Adult theory of mind is based on desires and beliefs

Theory of Mind Development      2 year olds understand feelings and desires, don't understand idea of beliefs. 2 & 3 year olds understand connection between feelings, desires & behavior but not beliefs. 4 year olds understand beliefs .

False Belief Test Maxi leaves chocolate one place and leaves room. Chocolate is moved to another location. Maxi comes back, children are asked where Maxi will look for the chocolate. Children (3 years old) will think Maxi will look where candy is currently hidden.

Possible Explanations for False Belief      Lack of memory/knowledge, forget original thought before switch. Lack executive function, ability to plan and inhibit one's actions. Reality bias, when evaluating a belief, first consult reality.

Mean Monkey experiment      Created by Joan Peskin. Children shown sticks, some less desirable. Mean Monkey asks children which stickers they want/don't want. Mean Monkey takes desired stickers. 3 year olds continued to tell "truth". 4 year olds caught on and told Mean Monkey opposite.

How do children develop a theory of mind?      Environmental influences. Particular social interactions: Participation in pretend play suppresses reality, improving inhibition abilities and communication that focuses on thoughts, memories or knowledge of others.

Cultures and development of theory of mind      Understanding beliefs at age 4 is not universal. Some cultures discuss mental states when others do not.

Cross-cultural focus on theory of mind      Both acquire the word for "know" around the same early age. China, different verbs for "knowing that" and "knowing how". US bit more about "knowing that". Children all ages in both claimed more knowledge after exposure vs. before exposure. All children develop theory of mind but not necessarily at the same age.

Language Development in Early Childhood      Begin use of words to coordinate their actions, protest with others and response of question. Language becomes more pragmatic (logical).

Overregularization of grammar      Overuse the basic rules of language. Varies between children more in some children, less in others.

Collective Monologues      Egocentric conversations between children, monologue with occasional interactions. Take turns speaking but not usually related to conversation. Cannot understand another's perspective

Functions of Collective Monologues      Vtgotzky: primary purpose is behavioral self-guidance. Cognitive skills arise first in social interaction, then are internalized.