

Chapter 4:

Scheme- according to Piaget, a mental structure that organizes information and regulates behavior

- changes from physical to functional

Assimilation- according to Piaget, taking in information that is compatible with what one already knows (experiences)

Accommodation- according to Piaget, changing existing knowledge based on new knowledge (modified, new)

4 stages: Sensorimotor, preoperational, concrete operations, formal operations

Sensorimotor period	Infancy (0-2 years)
o Adapting to and exploring the environment	
o Object permanence - understanding, acquired in infancy, that objects exist independently of oneself	
o Using symbols	
Preoperational period	preschool, early elem (2-7 years)
o Egocentrism - difficulty in seeing the world from another's point of view; typical of children in the preoperational period	
Concrete operational period	mid/ late elem (7-11 years)
Formal operational period	adolescence/ adult (11 years +)

Animism- crediting inanimate objects with life and lifelike properties such as feelings

Centration- according to Piaget, narrowly focused type of thought characteristic of preoperational children

Naïve physics-

Classical conditioning- a form of learning that involves pairing a neutral stimulus and a response originally produced by another

Operant conditioning- view of learning, proposed by B.F. Skinner, that emphasizes reward and punishment

Autobiographical memory- memories of the significant events and experiences of one's own life

Learning to count:

One-to-one principle: counting principle that states that there must be one and only one number name for each object

Stable- order principle: counting principle that states that number names must always be counted in the same order

Cardinality principle: counting principle that the last number name denotes the number of object being counted

Zone of proximal development- difference between what children can do with assistance and what they can do alone.

Scaffolding- a style in which teachers gauge the amount of assistance they offer to match the learner's needs

Private speech- a child's comments that are not intended for others but are designed instead to help regulate the child's own behavior

Phonemes- unique sounds used to create words; the basic building blocks of language

Infant- directed speech

Cooing- early vowel-like sounds that babies produce – infant

Babbling- speechlike sounds that consist of vowel-consonant combinations; common at about 6 months

Fast mapping- a child's connections between words and referents that are made so quickly that he can't consider all possible meaning of the word

Intonation- 8-11 months

Chapter 5:

Hope- according to Erikson, an openness to new experience tempered by wariness that occurs when trust and mistrust are in balance.

Erikson's first three stages:	<u>Age</u>	<u>Crisis</u>	<u>Strength</u>
	Infancy	Basic trust vs. mistrust	Hope
	1-3 years	Autonomy vs. shame and doubt	Will
	3-5 years	Initiative vs. guilt	Purpose

Will- according to Erikson, a young child's understanding that he or she can act on the world intentionally; this occurs when automony, shame, and doubt are balanced

Bowlby= children who form an attachment= more likely to survive

4 phases of attachment:

Preattachment	birth to 6-8 weeks
Attachment in making	6-8 weeks to 6-8 months
True attachment	6-8 months- 18 months
Reciprocal relationships	18 months- +

Forms of Attachment:

Secure attachment- relationship in which infants have come to trust and depend on their mothers – 60-65%

Avoidant attachment- relationship in which infants turn away from their mothers when they are reunited following a brief separation- 20%

Resistant attachment- relationship in which, after a brief separation, infants want to be held but are difficult to console – 10-15%

Disorganized attachment- relationship in which infants don't seem to understand what's happening when they are separated and later reunited with their mothers- 5-10%

Make believe: cognitive development

Basic emotions- emotions experienced by humankind and that consist of three elements; a subjective feeling, a physiological change, and an overt behavior

Subjective- joy, anger, fear

5-6 mo facial expressions

2-3 mo joy emerges

6 mo stranger awareness

18-24 mo pride, guilt, complex

4-6 mo facial expressions- to regulate emotions

Social smiles- smile that infants produce when they see a human face

Parallel play- when children play alone but are aware of and interested in what another child is doing – 12 mo. – play along side

Simple Social play- play that begins about 15-18 months; toddlers engage in similar activities as well as talk and smile at each other

Cooperative play- play that is organized around a theme, with each child taking on a different role; begins at about 2 years of age

Prosocial behavior- any behavior that benefits another person

Altruism- prosocial behavior such as helping and sharing in which the individual does not benefit directly from his or her behavior

Empathy- experiencing another person's feelings

Congenital adrenal hyperplasia (CAH)- genetic disorder in which girls are masculinized because the adrenal glands secrete large amounts of androgen during prenatal development