motor drive the pleasure young children take in using their new motor skills

breast feeding infants are usually fully weaned by 2 years in industrialized countries

obesity if a child is overweight between 2 and 4 years old, then they are 5x more likely to be obese later on in life.

brain development 80% of the adult brain weight is present at the beginning of childhood. Notable chances occur due to increased length and branching of neurons, myelination, and synaptic pruning

Preoperational Stage according to Piaget Children are unable to decenter their thinking or think through the consequences of their actions. Evident in error and confusion (systematic errors), mythical and circular reasoning, and centration

centration focus on one dimension or feature to the exclusion of all other dimensions or features

Three manifestations in preoperational childhood confusion/reversal of cause and effect, animisn and mythical thinking, and confusion of appearance and reality

precausal reasoning e.g. graveyards as the cause of death

logical confusion instead of thinking about transformative change, they assume two distinct things, one of which has magically disappeared

phenomenism error things are the way they look (sponge example)

mental operations mental process by which information is combined, separated, sorted, and transformed in a logical fashion

egocentrism tendency to consider the world entirely in terms of one's own point of view

Scale Errors 2 and 3 year olds sometimes treat miniature replicas as normal sized objects. Failed integration of perception of size of the object into their decision to use those objects in regular way...there is a disconnect of perception and action plan

socialization process by which children acquire standards, values, knowledge of their society, etc. results in temperament and early buds of personality

personality formation process by which children develop their own unique patterns of feeling, thinking, and behaving in a wide variety of circumstances

identification for children children try to look, act, feel, and be like significant others in their social environment. Eager to join adults and peers in constructing, planning, and making things happen (help, play, cooperation, etc)

shared intentionality humans put their heads together and engage in joint problem solving

ethnic identity sense of belonging to an ethnic group and the feelings and attitudes that accompany this sense of group membership. reflects on understanding of social and economic facts and power relations more than low self-esteem or personal worth

ethnic socialization (messages sent to child) cultural socialization, preparation for bias, promotion of racial mistrust, egalitarianism

cultural socialization emphasizes ethnic heritage and pride (most common practice among African Americans and is related to better cognitive abilities and less behavioral problems)

preparation for bias stresses ethnic discrimination and prejudice

promotion of racial mistrust encourages mistrust of the majority ethnicity

egalitarianism emphasizes the equality of members of all ethnicities

Personal Identity- young children describe themselves in overly positive ways and by listing activities and favorite things instead of naming genreal traits or characteristics. there is no distinction of real and ideal self. often reflects parents attitudes towards children

autobiographical memory a personal narrative that helps children acquire an enduring sense of self. at first caretaker carries bruden of helping children remember

infantile amnesia usually no episodic memory of what we did/what happened to us under the age of 3

psychodynamic view of moral development Id, Ego, Super Ego. Moral sense is internalized moral standards of our parents, especially of the same sex parent/one we identify with

Id pleasure seeking, impulsive, unconscious, and always concerned with immediate satisfaction of bodily drives

Ego sense of self that develops out of the ID as infant is forced to cope with the social world it is intermediary between demands of the ID and the demands of the social world

Super Ego the conscience....develops around age 5. it observes the ego and gives orders and punishes (like parent)

cognitive developmental view of morality effect is everything, intention is nothing. Piaget said heteronomous morality in peroperational stage defines morality in terms of externally imposed controls and objective consequences

autonomous morality ones moral judgments are freely chosen, intentions are taken into account when actions are morally evaluated (middle childhood)

social domain view of morality there are different kinds of right and wrong. has to do with social conventions versus moral rules. 3 to 4 year olds can distinguish between social contentions and moral rules

social conventions vary between cultural groups, are ways to coordinate behavior among individuals. violations of social conventions are not necessarily "terrible"

moral rules more general, based on principles of justice and welfare of others. found in all societies

self regulation the ability to control ones thoughts, emotions, and behaviors. others do it for you during infancy but young children are more and more expected to regulate their behavior and emotions by themselves

effortful control inhibition of an action that is already underway. "forbidden toy" example...study showed stopping an ongoing behavior is harder than resisting temptation all together

sociodramatic play make believe play in which two or more participants enact a variety of related social roles. helps child self-regulate better, controls impulses better, act more rationally and patient.

egocentric empathy child comforts others but in inappropriate and egocentric ways (e.g. comforting an adult by giving them a teddybear)

empathy emotional reaction that stems from and is similar to what is experienced by another person. whether empathy transforms into sympathy or distress depends on emotional intensity, emotional regulation skills, and attention

sympathy sorrow/concern for others

personal distress self focused emotional reaction in face of another's distress. sympathy but not personal distress is related to prosocial behavior and generally better social skills

cognitive opacity things that are around that dont speak for themselves...someone has to tell you to use a tool for a certain task

ostensive communicative contexts acquired general knoweldge. marked by eye gaze, motherese, calling child by name, raised eyebrow, generic language

non ostensive communicative context learn about idiosyncrasies or particular episodes only

natural pedagogy child dependent on communicator to crack codes of life

social ontology constitutive rules...gets at the question of how we construct facts. X counts as y in context c

institutional facts facts that emerge when human beings collectively award status functions to parts of reality. functions those parts of reality could not perform exclusively in virtue of their physical properties

Children and puppets young children strongly react to puppets and interact with them but when the puppet fails to respond to them, the child looks to the experimenter as if they knew that this is really the responsible agent...shows that they can switch easily between pretense and reality mode

reliability and selective trust preschoolers tend to believe those who have proven to be reliable but tend to disbelieve those who have made false statement. selectively trust those who made correct statements in the past, those who they consider experts (adults for tools, peers for toys), and native accented speakers

WHITE White, Educated, Industrialized, Rich, Democratic. This is the subject of most beavioral studies...actually exotic societies, they are the exception not the norm