

Psyc Mid.Childhood - Cognitive Development Cheat Sheet by Dani D (Bubble) via cheatography.com/121742/cs/22393/

Concrete Observations

CONSERVATION: decentration: focusing on several aspects of a problem. Reversibility: thinkinh through a series of steps and the mental ability to reverse them

Classification: class inclusion problem, classification hierarchies & can focus on general relationship between a category

SERIATION: ability to order along a numeral dimension (length/height)

Spacial Reasoning: the understanding of space, cognitive maps-mental maps we have of spaces

preschoollandmarks

8-10yrs -

landmarks along organized route of trave;

10-12yrs overall view of large scale space

Limitations: difficulty in performing mental operations with abtract

impact of school and culture

continuum of acquisition: (gradual mastery)

_anguage Development

Metalinguistic Awareness: ability to think about a language as a system (recursive thought & Theory of Mind)

Vocab: increase 4x/20 new words a day, speak better

Grammar: masters of complex constructions & understanding of infinitives (verbal consisting of the word to plus a verb)

Pragmatics(communicative side of language): adjusts to situations & uses sarcasm

Narratives: increase in organization, detail, & expressiveness

INFO PROCESSING

Executive Function- improves with the development of the prefrontal cortex, info-processing speed and capacity are more efficient/faster

Working Memory Capacity- less time needed to process info, increase efficiency of thinking

Memory Strategies elaboration: creating a relationship btwn 2 pieces if info

organization: grouping related items together

rehearsal: repeating info to ones self

INFO PROCESSING (cont)

Attention becomes

flexible - adapting attention to different requirements)

more...

planful - of multistep tasks

selective - attention towards relative aspects of a task

Recursive Thought: ability to view a situation from at least 2 perspectives

Second the coorder individual ind

the understanding that an individual's belief or representation about the world may

belief task

Cognitive Self-Regulation: process of continuously monitoring progress toward a goal, checking outcomes, & redirecting unsuccessful attempts

contrast with reality

INFO PROCESSING & Academic Learning

Reading: whole language approach-exposing children to complete/whole text.

Phonological awareness- translating written symbols into sounds

Math: applies strategies and reasoning appropriately. Learns facts & skills through practice

C

ideas

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Transitive Inference: ability to seriate (arranging items/sequence) mentally

Cognitive Self-Regulation: predicts academic success (set of constructive behaviours that affect one's use of cognitive abilities to integrate learning processes)

Emotional Intelligence (EQ): is the capability of individuals to recognize their own emotions and those of others; predicts many aspects of success in the workplace

Dynamic Assessment: pretesting, purposefully intervenes, & then retests an ethnicminority child

INTELLIGENCE	
Measuring	IQ: Intelligence Quotient- represent general intelligence or reasoning ability
WISC-IV: Weschler Intelligence Scale For Children-IV: was made to downplay culture dependent info.m- easure general intell- igence	four broad factors: verbal reasoning, perceptual reasoning, working memory, and processing speed
SternBerg Triarchic Theory of successful intelligence:	Analytical- info processing skills (applying strate-

igence

Creative- capacity to solve new problems Practical- application of intellectual skills in everyday situations (adapt/shape/select environments Gardner's Linguistic - poet/journalist Theory of Multiple Intell-

> Logico-mathematicalmathmetician

Musical-composer/instrumentalist

Spatial-navigator/sculptor

Bodily-kinesthetic - dancer/at-

hlete

Naturalist- biologist

interpersonal- therapist

intrapersonal- detailed & accurate self-knowledge

Social & Emotional Intelligence: to be able to perceive, understand, and regulate emotions



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