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	preschool-landmarks
	8-10yrs - landmarks along organized route of trave;
	10-12yrs - overall view of large scale space
Limitations: difficulty in performing mental operations with abtract ideas	impact of school and culture
continuum of acquisition: (gradual mastery)	

Language 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 constr-uctions & 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-p-rocessing 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 relati-onship btwn 2 pieces if info
	organization: grouping related items together
	rehearsal: repeating info to ones self

INFO PROCESSING (cont)

Attention becomes more...	flexible - adapting attention to different requirements)
	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 order false belief task	the understanding that an individual's belief or represent-ation about the world may contrast with reality
Cognitive Self-Regulation: process of continuously monitoring progress toward a goal, checking outcomes, & redirecting unsuccessful attempts	

INFO PROCESSING & Academic Learning

Reading: whole language approach-exp-osing children to complete/whole text. Phonological awareness- translating written symbols into sounds	
Math: applies strategies and reasoning appropriately. Learns facts & skills through practice	

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Definitions

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 ethnic-minority 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.measure general intelligence	four broad factors: verbal reasoning, perceptual reasoning, working memory, and processing speed
SternBerg Triarchic Theory of successful intelligence:	Analytical- info processing skills (applying strategies)
	Creative- capacity to solve new problems
	Practical- application of intellectual skills in everyday situations (adapt/shape/select environments
Gardner's Theory of Multiple Intelligence	Linguistic - poet/journalist
	Logico-mathematical- mathmetician
	Musical-composer/instrumentalist
	Spatial-navigator/sculptor
	Bodily-kinesthetic - dancer/athlete
	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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