

### 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)

**Spatial Reasoning:** the preschool- understanding of space, landmarks cognitive maps-mental maps we have of spaces

8-10yrs - landmarks along organized route of trave;

10-12yrs - overall view of large scale space

**Limitations:** difficulty in performing mental operations with abstract 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 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** flexible - adapting attention to becomes 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 understanding that an order individual's belief or represent- false ation about the world may belief contrast with reality task

**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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Page 1 of 2.

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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.m- easure 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)

## INTELLIGENCE (cont)

Creative- capacity to solve new problems

Practical- application of intellectual skills in everyday situations (adapt/sh- ape/select environments)

Gardner's Theory of Multiple Intell- elligence

Linguistic - poet/journalist

Logico-mathematical- mathematician

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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Page 2 of 2.

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