Unit 4 Key Terms

**Animistic thinking:** A belief, common in children, that inanimate objects with lifelike qualities (e.g., stuffed animals) are, in fact, alive.

**Cerebellum:** The area of the brain that coordinates motor reflexes and purposeful movement between balance and control of separate parts of the body.

**Corpus callosum:** A large bundle of nerves that connects the two hemispheres of the brain (left and right sides) and manages the crossing of messages between them.

**Egocentrism:** Describes children’s inability to distinguish someone else’s unique symbolic perspectives from their own (Piaget’s preoperational stage of development).

**Emergent literacy:** Describes children’s initial understanding of how symbols are interpreted in their world through books, signs, and other written images.

**Hippocampus:** The area of the brain that is responsible for memory and awareness; it undergoes great growth during early childhood through the process of myelination.

**Phonological awareness:** A child’s awareness of and ability to imitate specific sounds related a structured language.

**Preoperational stage:** The second stage of Piaget’s cognitive development theory, which describes cognitive development as emergent language, illogical thought, and the recognition of symbols (2-7 years old).

**Private speech:** According to Vygotsky’s cognitive development theory, this is a child’s self-directed speech which guides his/her learning.

**Scaffolding:** The process of using facilitative support between an expert and a novice to help increase the knowledge of the novice.

**Associative play:** When children play with different toys, but share those with each other and comment on each others’ behaviors.

**Authoritarian child-rearing style:** One style of Baumrind’s theory of child rearing that is low in acceptance of the child and high in coercive control of the child’s behaviors; parents allow the child little to no autonomy.
**Authoritative child-rearing style:** One style of Baumrind’s theory of child rearing that is high in acceptance of the child, allows the child to build autonomy, and uses adaptive control techniques.

**Cooperative play:** When children play together using common goals, toys, and ideas; this is a more advanced type of play.

**Gender schema theory:** This refers to gender typing explaining how children’s understanding of gender roles develops as a combination of environmental influences and children’s cognitive development (information processing approach).

**Initiative versus guilt:** Erikson’s psychosocial stage of development wherein children begin to independently initiate tasks, discussions with peers and adults or not (3-6 years old).

**Parallel play:** When children play separately but near others who use the same materials, with little to no direct interaction between them.

**Permissive child-rearing style:** One style of Baumrind’s theory of child-rearing for parents that is high in acceptance but uninvolved otherwise; parents allow children to make most to all of their own decisions without guidance.

**Self-concept:** Refers to an individual’s understanding of self related to abilities, attitudes, and personal traits.

**Self-esteem:** Judgments about self, related to our own worth.

**Uninvolved child-rearing:** One style of Baumrind’s theory of child-rearing that is low in acceptance and involvement and does not provide guidance for the development of autonomy.