Unit 5 Key Terms

**Cognitive self-regulation:** The use of metacognition to reach goals, assess outcomes, and redirect actions when goals are not met.

**Concrete operational stage:** Piaget’s third stage of cognitive development when children are able to understand the specific function of items (e.g., a specific key opens a certain door).

**Constructivist classroom:** The belief that learning occurs best when children work together to build knowledge through the participation in discovery activities.

**Emotional intelligence:** Goleman’s theory describing an individual’s ability to adapt to emotional stimuli.

**Phonics approach:** The concept that reading skills should begin with the development of an understanding of phonics (rules for translating sounds to written language) before reading stories.

**Social constructivist classroom:** A learning model, based on Vygotsky’s cognitive model, that describes classroom learning as participation in many activities encouraging students to guide each other’s learning (expert, novice model).

**Theory of multiple intelligences:** Gardner’s theory of intelligence that explains intelligence as a range of cognitive abilities categorized by area type (e.g., artistic, interpersonal, intrapersonal, linguistic, logico-mathematical, spatial, bodily-kinesthetic, and naturalistic).

**Transitive interference:** The ability to keep serial information in mind at once (e.g., a-b, and b-c, and a-c); a type of thinking described in Piaget’s concrete operational stage.

**Triarchic theory of successful intelligence:** Sternberg’s theory of intelligence that we each have some range of analytical, creative, and practical intelligence.

**Whole-language approach:** An approach to literacy education based on the belief that children learn to read as a result of exposure to the context of words (reading from stories rather than learning sounds first).

**Emotion-centered coping:** A style of coping that occurs when the first attempts at problem solving do not work, and children use an internal process that is used to control the distress felt from the failure.
Industry vs. inferiority: A stage of Erikson’s theory psychosocial development in which children seek to resolve their ego crisis by becoming competent in meeting expectations of parents and teachers (or not and feel inferior).

Learned helplessness: A state of mind that develops when children believe that their failures are due to their lack of ability and that their successes are related to luck; they are easily frustrated and quick to give up when faced with challenges; they learn to be helpless.

Mastery-oriented attributions: When children credit success to their ability and work hard to gain more skill when they fail.

Peer acceptance: Children’s measure of social worthiness for friendship according to their peers.

Perspective taking: A cognitive ability used to imagine what others are thinking and feeling from their perspective (a part of concrete operational thought).

Popular children: Children who are well-liked by peers and have high levels of academic and social competence.

Problem-centered coping: Used when first attempts at problem solving do not work, children appraise the situation to identify the difficulty and make decisions for the next appropriate action.

Rejected children: Children who are disliked by peers and not considered to be worthy of friendship by other children.

Social comparisons: Judgments made of others based on appearance, social behavior, and abilities.