

1. **Epigenetics-** Referring to the effects of environmental forces on the expression of an individual's, or a species', genetic inheritance.
2. **Experiment-** A research method in which the researcher tries to determine the cause-and-effect relationship between two variables by manipulating one (called the independent variable) and then observing and recording the ensuing changes in the other (called the dependent variable).
3. **operant conditioning-**A learning process in which a particular action is followed either by something desired (which makes the person or animal more likely to repeat the action) or by something unwanted (which makes the action less likely to be repeated). (Also called instrumental conditioning.)
4. **Cohort** - A group defined by the shared age of its members, who, because they were born at about the same time, move through life together, experiencing the same historical events and cultural shifts.
5. **humanism-** A theory that stresses the potential of all human beings for good and the belief that all people have the same basic needs, regardless of culture, gender, or background.
6. **classical conditioning-**A learning process in which a meaningful stimulus (such as the smell of food to a hungry animal) gradually comes to be connected with a neutral stimulus (such as a particular sound) that had no special meaning before the learning process began. (Also called respondent conditioning.)
7. **culture-** A system of shared beliefs, norms, behaviors, and expectations that persist over time and prescribe social behavior and assumptions.
8. **conditioning-** According to behaviorism, the processes by which responses become linked to particular stimuli and learning takes place. The word conditioning is used to emphasize the importance of repeated practice, as when an athlete conditions his or her body to perform well by training for a long time.
9. **race-** A group of people who are regarded by themselves or by others as distinct from other groups on the basis of physical appearance, typically skin color. Social scientists think race is a misleading concept, as biological differences are not signified by outward appearance.
10. **nature-** A general term for the traits, capacities, and limitations that each individual inherits genetically from his or her parents at the moment of conception.
11. **critical period-** A time when a particular type of developmental growth (in body or behavior) must happen if it is ever going to happen.
12. **behaviorism-** A theory of human development that studies observable behavior. Behaviorism is also called learning theory because it describes the laws and processes by which behavior is learned.
13. **ecological-systems approach-** The view that in the study of human development, the person should be considered in all the contexts and interactions that constitute a life. (Later renamed bioecological theory.)
14. **scientific method-** A way to answer questions that requires empirical research and data-based conclusions.
15. **replication-** The repetition of a study, using different participants.

16. **reinforcement**-A technique for conditioning behavior in which that behavior is followed by something desired, such as food for a hungry animal or a welcoming smile for a lonely person.
17. **difference-equals-deficit error**- The mistaken belief that a deviation from some norm is necessarily inferior to behavior or characteristics that meet the standard.
18. **dynamic-systems approach**- A view of human development as an ongoing, ever-changing interaction between the physical and emotional being and between the person and every aspect of his or her environment, including the family and society.
19. **psychoanalytic theory**- A theory of human development that holds that irrational, unconscious drives and motives, often originating in childhood, underlie human behavior.
20. **ethnic group**- People whose ancestors were born in the same region and who often share a language, culture, and religion.
21. **independent variable**- In an experiment, the variable that is introduced to see what effect it has on the dependent variable. (Also called experimental variable.)
22. **life-span perspective**- An approach to the study of human development that takes into account all phases of life, not just childhood or adulthood.
23. **developmental theory**- A group of ideas, assumptions, and generalizations that interpret and illuminate the thousands of observations that have been made about human growth. A developmental theory provides a framework for explaining the patterns and problems of development.
24. **nurture**- A general term for all the environmental influences that affect development after an individual is conceived.
25. **empirical evidence**- Based on data, from scientific observation or experiments; not theoretical.
26. **differential sensitivity**-The idea that some people are more vulnerable than others are to certain experiences, usually because of genetic differences.
27. **dependent variable**-In an experiment, the variable that may change as a result of whatever new condition or situation the experimenter adds. In other words, the dependent variable depends on the independent variable.
28. **cognitive theory**- A theory of human development that focuses on changes in how people think over time. According to this theory, our thoughts shape our attitudes, beliefs, and behaviors.
29. **hypothesis**- A specific prediction that can be tested.
30. **cross-sectional research**- A research design that compares groups of people who differ in age but are similar in other important characteristics.
31. **correlation**- A number that indicates the degree of relationship between two variables, expressed in terms of the likelihood that one variable will (or will not) occur when the other variable does (or does not). A correlation indicates only that two variables are related, not that one variable causes the other to occur.
32. **cross-sequential research**-A hybrid research design in which researchers first study several groups of people of different ages (a crosssectional approach) and then follow those groups over the years (a longitudinal approach). (Also called cohort-sequential research or time-sequential research.)
33. **longitudinal research**-A research design in which the same individuals are followed over time and their development is repeatedly assessed.

34. **case study**-An in-depth study of one person, usually requiring personal interviews to collect background information and various follow-up discussions, tests, questionnaires, and so on.
35. **quantitative research**-Research that provides data that can be expressed with numbers, such as ranks or scales.
36. **qualitative research**-Research that considers qualities instead of quantities. Descriptions of particular conditions and participants' expressed ideas are often part of qualitative studies.
37. **social learning theory**- An extension of behaviorism that emphasizes the influence that other people have over a person's behavior. The theory's basic principle is that even without specific reinforcement, every individual learns many things through observation and imitation of other people.
38. **socioeconomic status (SES)**- A person's position in society as determined by income, wealth, occupation, education, and place of residence. (Sometimes called social class.)
39. **science of human development**-The science that seeks to understand how and why people of all ages and circumstances change or remain the same over time.
40. **social construction**-An idea that is based on shared perceptions, not on objective reality. Many age-related terms, such as childhood, adolescence, yuppie, and senior citizen, are social constructions.
41. **sensitive period**- A time when a certain type of development is most likely to happen or happens most easily, although it may still happen later with more difficulty. For example, early childhood is considered a sensitive period for language learning.
42. **scientific observation**- A method of testing a hypothesis by unobtrusively watching and recording participants' behavior in a systematic and objective manner-in a natural setting, in a laboratory, or in searches of archival data.
43. **sudden infant death syndrome (SIDS)**- The term used to describe an infant's unexpected death; when a seemingly healthy baby, usually between 2 and 6 months old, suddenly stops breathing and dies unexpectedly while asleep.
44. **survey**-A research method in which information is collected from a large number of people by interviews, written questionnaires, or some other means.
45. **additive gene**- A gene that adds something to some aspect of the phenotype. Its contribution depends on additions from the other genes, which may come from either the same or the other parent.
46. **chromosome**-One of the 46 molecules of DNA (in 23 pairs) that each cell of the human body contains and that, together, contain all the genes. Other species have more or fewer chromosomes.
47. **dizygotic twins**-Twins who are formed when two separate ova are fertilized by two separate sperm at roughly the same time. (Also called fraternal twins.)
48. **allele**-Any of the possible forms in which a gene for a particular trait can occur.
49. **DNA (deoxyribonucleic acid)**- The molecule that contains the chemical instructions for cells to manufacture various proteins.
50. **cerebral palsy**-A disorder that results from damage to the brain's motor centers. People with cerebral palsy have difficulty with muscle control, so their speech and/or body movements are impaired.
51. **anoxia**-A lack of oxygen that, if prolonged, can cause brain damage or death.

52. **Brazelton Neonatal Behavioral Assessment Scale (NBAS)**- A test often administered to newborns that measures responsiveness and records 46 behaviors, including 20 reflexes.
53. **behavioral teratogens**-Agents and conditions that can harm the prenatal brain, impairing the future child's intellectual and emotional functioning.
54. **age of viability**-The age (about 22 weeks after conception) at which a fetus may survive outside the mother's uterus if specialized medical care is available.
55. **couvade**-Symptoms of pregnancy and birth experienced by fathers.
56. **carrier**-A person whose genotype includes a gene that is not expressed in the phenotype. Such an unexpressed gene occurs in half the carrier's gametes and thus is passed on to half the carrier's children, who will most likely be carriers, too. Generally, the characteristic appears in the phenotype only when such a gene is inherited from both parents.
57. **cesarean section (c-section)**- A surgical birth, in which incisions through the mother's abdomen and uterus allow the fetus to be removed quickly, instead of being delivered through the vagina.
58. **Apgar scale**- A quick assessment of a newborn's body functioning. The baby's heart rate, respiratory effort, muscle tone, color, and reflexes are given a score of 0, 1, or 2 twice at one minute and five minutes after birth and each time the total of all five scores is compared with the ideal score of 10 (which is rarely attained).
59. **heritability**-A statistic that indicates what percentage of the variation in a particular trait within a particular population, in a particular context and era, can be traced to genes.
60. **ultrasound**-An image of a fetus (or an internal organ) produced by using high-frequency sound waves. (Also called sonogram.)
61. **zygote**-The single cell that is formed from the fusing of two gametes, a sperm and an ovum.
62. **XX**-A 23rd chromosome pair that consists of two X-shaped chromosomes, one each from the mother and the father. XX zygotes become females.
63. **gene**-A small section of a chromosome; the basic unit for the transmission of heredity. A gene consists of a string of chemicals that provide instructions for the cell to manufacture certain proteins.
64. **genotype**-An organism's entire genetic inheritance, or genetic potential.
65. **genome**-The full set of genes that are the instructions to make an individual member of a certain species.
66. **phenotype**-The observable characteristics of a person, including appearance, personality, intelligence, and all other traits.
67. **monozygotic twins**-Twins who originate from one zygote that splits apart very early in development. (Also called identical twins.)
68. **XY**-A 23rd chromosome pair that consists of an X-shaped chromosome from the mother and a Y-shaped chromosome from the father. XY zygotes become males.
69. **gamete**-A reproductive cell; that is, a sperm or an ovum that can produce a new individual if it combines with a gamete from the other sex to form a zygote.
70. **Down syndrome**-A condition in which a person has 47 chromosomes instead of the usual 46, with three rather than two chromosomes at the 21st position. People with Down syndrome typically have distinctive characteristics, including unusual facial features

(thick tongue, round face, slanted eyes), heart abnormalities, and language difficulties. (Also called trisomy-21.)

71. **fetal period**-The stage of prenatal development from the ninth week after conception until birth, during which the fetus grows in size and matures in functioning.
72. **kangaroo care**-A child-care technique in which the mother of a low-birthweight infant holds the baby between her breasts, like a kangaroo that carries her immature newborn in a pouch on her abdomen.
73. **embryonic period**-The stage of prenatal development from approximately the third through the eighth week after conception, during which the basic forms of all body structures, including internal organs, develop.
74. **extremely low birthweight (ELBW)**- A body weight at birth of less than 2 pounds, 3 ounces (1,000 grams).
75. **parent-infant bond**-The strong, loving connection that forms as parents hold, examine, and feed their newborn.
76. **doula**-A woman who helps with the birth process. Doulas are trained to offer support to new mothers, including massage and suggestions for breastfeeding positions.
77. **fetal alcohol syndrome (FAS)**- A cluster of birth defects, including abnormal facial characteristics, slow physical growth, and retarded mental development, that may occur in the child of a woman who drinks alcohol while pregnant.
78. **embryo**-The name for a developing human organism from about the third through the eighth week after conception.
79. **germinal period**-The first two weeks of prenatal development after conception, characterized by rapid cell division and the beginning of cell differentiation.
80. **fetus**-The name for a developing human organism from the start of the ninth week after conception until birth.
81. **postpartum depression**-The sadness and inadequacy felt by some new mothers in the days and weeks after giving birth.
82. **implantation**-The process, beginning about 10 days after conception, in which the developing organism burrows into the placenta that lines the uterus, where it can be nourished and protected as it continues to develop.
83. **stem cells**-Cells from which any other specialized type of cell can form.
84. **dominant-recessive pattern**-The interaction of a pair of alleles in such a way that the phenotype reveals the influence of one allele (the dominant gene) more than that of the other (the recessive gene).
85. **teratogen**-Agents and conditions, including viruses, drugs, and chemicals, that can impair prenatal development and result in birth defects or even death.
86. **low birthweight (LBW)**- A body weight at birth of less than 5½ pounds (2,500 grams).
87. **reflex**-An unlearned, involuntary action or movement in response to a stimulus. A reflex occurs without conscious thought.
88. **preterm birth**-A birth that occurs three or more weeks before the full 38 weeks of the typical pregnancy have elapsed, that is, at 35 or fewer weeks after conception.
89. **Hispanic paradox**-The surprising notion that, although low SES usually correlates with poor health, this is not true for Hispanics in the United States. For example, when compared with the U.S. average LBW rate, Hispanic newborns are less often of low birthweight.

- 90. small for gestational age (SGA)**- Having a body weight at birth that is significantly lower than expected, given the time since conception. For example, a 5-pound (2,265-gram) newborn is considered SGA if born on time but not SGA if born two months early. (Also called small-for-dates.)
- 91. very low birthweight (VLBW)**- A body weight at birth of less than 3 pounds, 5 ounces (1,500 grams).
- 92. threshold effect**-A situation in which a certain teratogen is relatively harmless in small doses but becomes harmful once exposure reaches a certain level (the threshold).
- 93. X-linked**-A gene carried on the X chromosome. If a male inherits an X-linked recessive trait from his mother, he expresses that trait because the Y from his father has no counteracting gene. Females are more likely to be carriers of X-linked traits but are less likely to express them.
- 94. co-sleeping**-A custom in which parents and their children (usually infants) sleep together in the same bed.
- 95. neurotransmitter**-A brain chemical that carries information from the axon of a sending neuron to the dendrites of a receiving neuron.
- 96. fine motor skills**-Physical abilities involving small body movements, especially of the hands and fingers, such as drawing and picking up a coin. (The word fine here means "small")
- 97. gross motor skills**-Physical abilities involving large body movements, such as walking and jumping. (The word gross here means "big".
- 98. binocular vision**-The ability to focus the two eyes in a coordinated manner in order to see one image.
- 99. axon**-A fiber that extends from a neuron and transmits electrochemical impulses from that neuron to the dendrites of other neurons.
- 1. neuron**-One of billions of nerve cells in the central nervous system, especially in the brain.
 - 2. cortex**-The outer layers of the brain in humans and other mammals. Most thinking, feeling, and sensing involve the cortex.
 - 3. immunization**-A process that stimulates the body's immune system to defend against attack by a particular contagious disease. Immunization may be accomplished either naturally (by having the disease) or through vaccination (often by having an injection). (Also called vaccination.)
 - 4. head-sparing**-A biological mechanism that protects the brain when malnutrition disrupts body growth. The brain is the last part of the body to be damaged by malnutrition.
 - 5. motor skills**-The learned abilities to move some part of the body, in actions ranging from a large leap to a flicker of the eyelid. (The word motor here refers to movement of muscles.)
 - 6. dendrite**-A fiber that extends from a neuron and receives electrochemical impulses transmitted from other neurons via their axons.
 - 7. little scientist**-The stage-five toddler (age 12 to 18 months) who experiments without anticipating the results, using trial and error in active and creative exploration.
 - 8. grammar**-All the methods, word order, verb forms, and so on, that languages use to communicate meaning, apart from the words themselves.

9. **kwashiorkor**-A disease of chronic malnutrition during childhood, in which a protein deficiency makes the child more vulnerable to other diseases, such as measles, diarrhea, and influenza.
10. **child-directed speech**-The high-pitched, simplified, and repetitive way adults speak to infants. (Also called baby talk or motherese.)
11. **language acquisition device (LAD)**- Chomsky's term for a hypothesized mental structure that enables humans to learn language, including the basic aspects of grammar, vocabulary, and intonation.
12. **babbling**-The extended repetition of certain syllables, such as ba-ba-ba, that begins when babies are between 6 and 9 months old.
13. **information-processing theory**-A perspective that compares human thinking processes, by analogy, to computer analysis of data, including sensory input, connections, stored memories, and output.
14. **mirror neurons**-Cells in an observer's brain that respond to an action performed by someone else in the same way they would if the observer had actually performed that action.
15. **holophrase**-A single word that is used to express a complete, meaningful thought.
16. **deferred imitation**-A sequence in which an infant first perceives something done by someone else and then performs the same action hours or even days later.
17. **marasmus**-A disease of severe protein-calorie malnutrition during early infancy, in which growth stops, body tissues waste away, and the infant eventually dies.
18. **naming explosion**-A sudden increase in an infant's vocabulary, especially in the number of nouns, that begins at about 18 months of age.
19. **hybrid theory**-A perspective that combines various aspects of different theories to explain how language, or any other developmental phenomenon, occurs.
20. **prefrontal cortex**-The area of the cortex at the front of the brain that specializes in anticipation, planning, and impulse control.
21. **transient exuberance**-The great but temporary increase in the number of dendrites that develop in an infant's brain during the first two years of life.
22. **perception**-The mental processing of sensory information when the brain interprets a sensation.
23. **pruning**-When applied to brain development, the process by which unused connections in the brain atrophy and die.
24. **REM (rapid eye movement) sleep**-A stage of sleep characterized by flickering eyes behind closed lids, dreaming, and rapid brain waves.
25. **norm**-An average, or standard, measurement, calculated from the measurements of many individuals within a specific group or population.
26. **synaptic gap**-The pathway across which neurotransmitters carry information from the axon of the sending neuron to the dendrites of the receiving neuron.
27. **stunting**-The failure of children to grow to a normal height for their age due to severe and chronic malnutrition.
28. **shaken baby syndrome**-A life-threatening injury that occurs when an infant is forcefully shaken back and forth, a motion that ruptures blood vessels in the brain and breaks neural connections.

29. **sensation**-The response of a sensory system (eyes, ears, skin, tongue, nose) when it detects a stimulus.
30. **protein-calorie malnutrition**-A condition in which a person does not consume sufficient food of any kind. This deprivation can result in several illnesses, severe weight loss, and even death.
31. **self-righting**-The inborn drive to remedy a developmental deficit; literally, to return to sitting or standing upright after being tipped over. People of all ages have self-righting impulses, for emotional as well as physical imbalance.
32. **synapses**-The intersection between the axon of one neuron and the dendrites of other neurons.
33. **wasting**-The tendency for children to be severely underweight for their age as a result of malnutrition.
34. **object permanence**-The realization that objects (including people) still exist even if they can no longer be seen, touched, or heard.
35. **reminder session**-A perceptual experience that is intended to help a person recollect an idea, a thing, or an experience, without testing whether the person remembers it at the moment.
36. **sensorimotor intelligence**-Piaget's term for the way infants think by using their senses and motor skills during the first period of cognitive development.
37. **cortisol**-The primary stress hormone; fluctuations in the body's cortisol level affect human emotion.
38. **attachment**-According to Ainsworth, an "affectional tie" that an infant forms with a caregiver tie that binds them together in space and endures over time.
39. **allocare**-Literally, "other-care", used to describe people who are not the biological parents caring for infants and children.
40. **center day care**-Child care that occurs in a place especially designed for the purpose, where several paid adults care for many children. Usually, the children are grouped by age, the day-care center is licensed, and providers are trained and certified in child development.
41. **secure attachment**-A relationship in which an infant obtains both comfort and confidence from the presence of his or her caregiver.
42. **autonomy versus shame and doubt**-Erikson's second crisis of psychosocial development. Toddlers either succeed or fail in gaining a sense of self-rule over their actions and their bodies.
43. **insecure-avoidant attachment**-A pattern of attachment in which an infant avoids connection with the caregiver, as when the infant seems not to care about the caregiver's presence, departure, or return.
44. **insecure-resistant/ambivalent attachment**-A pattern of attachment in which an infant's anxiety and uncertainty are evident, as when the infant becomes very upset at separation from the caregiver and both resists and seeks contact on reunion.
45. **disorganized attachment**-A type of attachment that is marked by an infant's inconsistent reactions to the caregiver's departure and return.
46. **separation anxiety**-An infant's distress when a familiar caregiver leaves, most obvious between 9 and 14 months.

47. **temperament**-Inborn differences between one person and another in emotions, activity, and self-regulation. Temperament is epigenetic, originating in the genes but affected by child-rearing practices.
48. **stranger wariness**-An infant's expression of concern or quiet stare when clinging to a familiar person, or a look of sadness when a stranger appears.
49. **social smile**-A smile evoked by a human face, normally first evident in infants about 6 weeks after birth.
50. **synchrony**-A coordinated, rapid, and smooth exchange of responses between a caregiver and an infant.
51. **still-face technique**-An experimental practice in which an adult keeps his or her face unmoving and expressionless in face-to-face interaction with an infant.
52. **distal parenting**-Caregiving practices that involve remaining distant from the baby, providing toys, food, and face-to-face communication with minimal holding and touching.
53. **social learning**-The acquisition of behavior patterns by observing the behavior of others.
54. **social referencing**-Seeking information about how to react to an unfamiliar or ambiguous object or event by observing someone else's expressions and reactions. That other person becomes a social reference.
55. **family day care**-Child care that includes several children of various ages and usually occurs in the home of a woman who is paid to provide it.
56. **proximal parenting**-Caregiving practices that involve being physically close to the baby, with frequent holding and touching.
57. **self-awareness**-A person's realization that he or she is a distinct individual whose body, mind, and actions are separate from those of other people.
58. **working model**-In cognitive theory, a set of assumptions that the individual uses to organize perceptions and experiences. For example, a person might assume that other people are trustworthy and be surprised by evidence that this working model of human behavior is erroneous.
59. **Strange Situation**-A laboratory procedure for measuring attachment by evoking infants' reactions to the stress of various adults' comings and goings in an unfamiliar playroom.
60. **trust versus mistrust**-Erikson's first crisis of psychosocial development. Infants learn basic trust if the world is a secure place where their basic needs (for food, comfort, attention, and so on) are met.
61. **injury control/harm reduction**-Practices that are aimed at anticipating, controlling, and preventing dangerous activities; these practices reflect the beliefs that accidents are not random and that injuries can be made less harmful if proper controls are in place.
62. **hippocampus**-A brain structure that is a central processor of memory, especially memory for locations.
63. **amygdala**-A tiny brain structure that registers emotions, particularly fear and anxiety.
64. **hypothalamus**-A brain area that responds to the amygdala and the hippocampus to produce hormones that activate other parts of the brain and body.
65. **corpus callosum**-A long, thick band of nerve fibers that connects the left and right hemispheres of the brain and allows communication between them.
66. **centration**-A characteristic of preoperational thought whereby a young child focuses (centers) on one idea, excluding all others.

67. **animism**-The belief that natural objects and phenomena are alive.
68. **focus on appearance**-A characteristic of preoperational thought whereby a young child ignores all attributes that are not apparent.
69. **egocentrism**-Piaget's term for young children's tendency to think about the world entirely from their own personal perspective.
70. **irreversibility**-A characteristic of preoperational thought whereby a young child thinks that nothing can be undone. A thing cannot be restored to the way it was before a change occurred.
71. **balanced bilingual**-A person who is fluent in two languages, not favoring one over the other.
72. **fast-mapping**-The speedy and sometimes imprecise way in which children learn new words by tentatively placing them in mental categories according to their perceived meaning.
73. **conservation**-The principle that the amount of a substance remains the same (i.e., is conserved) even when its appearance changes.
74. **Head Start**-The most widespread early-childhood education program in the United States, begun in 1965 and funded by the federal government.
75. **primary prevention**-Actions that change overall background conditions to prevent some unwanted event or circumstance, such as injury, disease, or abuse.
76. **myelination**-The process by which axons become coated with myelin, a fatty substance that speeds the transmission of nerve impulses from neuron to neuron.
77. **limbic system**-The major brain region crucial to the development of emotional expression and regulation; its three main areas are the amygdala, the hippocampus, and the hypothalamus, although recent research has found that many other areas of the brain are involved with emotions.
78. **prefrontal cortex**-The area of the cortex at the front of the brain that specializes in anticipation, planning, and impulse control.
79. **tertiary prevention**-Actions, such as immediate and effective medical treatment, that are taken after an adverse event (such as illness, injury, or abuse) occurs and that are aimed at reducing the harm or preventing disability.
80. **perseveration**-The tendency to persevere in, or stick to, one thought or action for a long time.
81. **secondary prevention**-Actions that avert harm in a high-risk situation, such as stopping a car before it hits a pedestrian or installing traffic lights at dangerous intersections.
82. **just right**-The tendency of children to insist on having things done in a particular way. This can include clothes, food, bedtime routines, and so on.
83. **lateralization**-Literally, "sidedness" referring to the specialization in certain functions by each side of the brain, with one side dominant for each activity. The left side of the brain controls the right side of the body, and vice versa.
84. **preoperational intelligence**-Piaget's term for cognitive development between the ages of about 2 and 6; it includes language and imagination (which involve symbolic thought), but logical, operational thinking is not yet possible.
85. **symbolic thought**-The concept that an object or word can stand for something else, including something pretend or something not seen. Once symbolic thought is possible, language becomes much more useful.

86. **overimitation**-The tendency of children to copy an action that is not a relevant part of the behavior to be learned; common among 2- to 6-year-olds when they imitate adult actions that are irrelevant and inefficient.
87. **zone of proximal development (ZPD)**- Vygotsky's term for the skills, cognitive as well as physical, that a person can exercise only with assistance, not yet independently.
88. **static reasoning**-A characteristic of preoperational thought whereby a young child thinks that nothing changes. Whatever is now has always been and always will be.
89. **theory of mind**-A person's theory of what other people might be thinking. In order to have a theory of mind, children must realize that other people are not necessarily thinking the same thoughts that they themselves are. That realization is seldom achieved before age 4.
90. **overregularization**-The application of rules of grammar even when exceptions occur, making the language seem more "regular" than it actually is.
91. **Montessori schools**-Schools that offer early-childhood education based on the philosophy of Maria Montessori (an Italian educator more than a century ago); it emphasizes careful work and tasks that each young child can do.
92. **scaffolding**-Temporary support that is tailored to a learner's needs and abilities and aimed at helping the learner master the next task in a given learning process.
93. **Reggio Emilia**-A famous program of early-childhood education that originated in the town of Reggio Emilia, Italy; it encourages each child's creativity in a carefully designed setting.
94. **theory-theory**-The idea that children attempt to explain everything they see and hear.
95. **initiative versus guilt**-Erikson's third psychosocial crisis, in which children undertake new skills and activities and feel guilty when they do not succeed at them.
96. **antipathy**-Feelings of dislike or even hatred for another person.
97. **child maltreatment**-Intentional harm to or avoidable endangerment of anyone under 18 years of age.
98. **bullying aggression**-Unprovoked, repeated physical or verbal attack, especially on victims who are unlikely to defend themselves.
99. **Electra complex**-The unconscious desire of girls to replace their mothers and win their fathers' exclusive love.
100. **child abuse**-Deliberate action that is harmful to a child's physical, emotional, or sexual well-being.
101. **antisocial behavior**-Actions that are deliberately hurtful or destructive to another person.
102. **authoritative parenting**-An approach to child rearing in which the parents set limits and enforce rules but are flexible and listen to their children.
103. **authoritative parenting**-An approach to child rearing in which the parents set limits and enforce rules but are flexible and listen to their children.
104. **child neglect**-Failure to meet a child's basic physical, educational, or emotional needs.
105. **authoritarian parenting**-An approach to child rearing that is characterized by high behavioral standards, strict punishment of misconduct, and little communication.
106. **emotional regulation**-The ability to control when and how emotions are expressed.
107. **psychopathology**-An illness or disorder of the mind.

108. **rough-and-tumble play**-Play that mimics aggression through wrestling, chasing, or hitting, but in which there is no intent to harm.
109. **externalizing problems**-Difficulty with emotional regulation that involves expressing powerful feelings through uncontrolled physical or verbal outbursts, as by lashing out at other people or breaking things.
110. **intrinsic motivation**-A drive, or reason to pursue a goal, that comes from inside a person, such as the need to feel smart or competent.
111. **imaginary friends**--Make-believe friends who exist only in a child's imagination; increasingly common from ages 3 through 7, they combat loneliness and aid emotional regulation.
112. **self-concept**-A person's understanding of who he or she is, incorporating self-esteem, physical appearance, personality, and various personal traits, such as gender and size.
113. **internalizing problems**-Difficulty with emotional regulation that involves turning one's emotional distress inward, as by feeling excessively guilty, ashamed, or worthless
114. **extrinsic motivation**-A drive, or reason to pursue a goal, that arises from the need to have one's achievements rewarded from outside, perhaps by receiving material possessions or another person's esteem.
115. **sociodramatic play**-Pretend play in which children act out various roles and themes in stories that they create.
116. **gender schema**-A child's cognitive concept or general belief about sex differences, which is based on his or her observations and experiences.
117. **Oedipus complex**-The unconscious desire of young boys to replace their fathers and win their mothers' exclusive love.
118. **phallic stage**-Freud's third stage of development, when the penis becomes the focus of concern and pleasure.
119. **empathy**-The ability to understand the emotions and concerns of another person, especially when they differ from one's own.
120. **neglectful/uninvolved parenting**-An approach to child rearing in which the parents are indifferent toward their children and unaware of what is going on in their children's lives.
121. **instrumental aggression**-Hurtful behavior that is intended to get something that another person has and to keep it.
122. **identification**-An attempt to defend one's self-concept by taking on the behaviors and attitudes of someone else.
123. **gender differences**-Differences in the roles and behaviors that are prescribed by a culture for males and females.
124. **permanency planning**-An effort by child-welfare authorities to find a long-term living situation that will provide stability and support for a maltreated child. A goal is to avoid repeated changes of caregiver or school, which can be particularly harmful to the child.
125. **kinship care**-A form of foster care in which a relative of a maltreated child, usually a grandparent, becomes the approved caregiver.
126. **sex differences**-Biological differences between males and females, in organs, hormones, and body shape.

127. **reactive aggression**-An impulsive retaliation for another person's intentional or accidental action, verbal or physical.
128. **superego**-In psychoanalytic theory, the judgmental part of the personality that internalizes the moral standards of the parents.
129. **relational aggression**-Nonphysical acts, such as insults or social rejection, aimed at harming the social connection between the victim and other people.
130. **reported maltreatment**-Harm or endangerment about which someone has notified the authorities.
131. **psychological control**-A disciplinary technique that involves threatening to withdraw love and support and that relies on a child's feelings of guilt and gratitude to the parents.
132. **time-out**-A disciplinary technique in which a child is separated from other people and activities for a specified time.
133. **permissive parenting**-An approach to child rearing that is characterized by high nurturance and communication but little discipline, guidance, or control.
134. **substantiated maltreatment**-Harm or endangerment that has been reported, investigated, and verified.
135. **prosocial behavior**-Actions that are helpful and kind but that are of no obvious benefit to the person doing them.
136. **bilingual schooling**-A strategy in which school subjects are taught in both the learner's original language and the second (majority) language.
137. **immersion**-A strategy in which instruction in all school subjects occurs in the second (usually the majority) language that a child is learning.
138. **asthma**-A chronic disease of the respiratory system in which inflammation narrows the airways from the nose and mouth to the lungs, causing difficulty in breathing. Signs and symptoms include wheezing, shortness of breath, chest tightness, and coughing.
139. **childhood obesity**-In a child, having a BMI above the 95th percentile, according to the U.S. Centers for Disease Control's 1980 standards for children of a given age.
140. **concrete operational thought**-Piaget's term for the ability to reason logically about direct experiences and perceptions.
141. **childhood overweight**-In a child, having a BMI above the 85th percentile, according to the U.S. Centers for Disease Control's 1980 standards for children of a given age.
142. **body mass index (BMI)**- A person's weight in kilograms divided by the square of height in meters.
143. **classification**-The logical principle that things can be organized into groups (or categories or classes) according to some characteristic they have in common.
144. **control processes**-Mechanisms (including selective attention, metacognition, and emotional regulation) that combine memory, processing speed, and knowledge to regulate the analysis and flow of information within the information processing system. (Also called executive processes.)
145. **hidden curriculum**-The unofficial, unstated, or implicit rules and priorities that influence the academic curriculum and every other aspect of learning in a school.
146. **ESL (English as a second language)**- An approach to teaching English in which all children who do not speak English are placed together in an intensive course to learn basic English so that they can be educated in the same classroom as native English speakers.

147. **attention-deficit/hyperactivity disorder (ADHD)**- A condition in which a person not only has great difficulty concentrating for more than a few moments but also is inattentive, impulsive, and overactive.
148. **individual education plan (IEP)**- A document that specifies educational goals and plans for a child with special needs.
149. **co-morbid**-Refers to the presence of two or more unrelated disease conditions at the same time in the same person.
150. **charter school**-A public school with its own set of standards that is funded and licensed by the state or local district in which it is located.
151. **dyscalculia**-Unusual difficulty with math, probably originating from a distinct part of the brain.
152. **bipolar disorder**-A condition characterized by extreme mood swings, from euphoria to deep depression, not caused by outside experiences.
153. **aptitude**-The potential to master a specific skill or to learn a certain body of knowledge.
154. **home schooling**-Education in which children are taught at home, usually by their parents, instead of attending any school, public or private.
155. **dyslexia**-Unusual difficulty with reading; thought to be the result of some neurological underdevelopment.
156. **equifinality**-A basic principle of developmental psychopathology that holds that one symptom can have many causes.
157. **autism spectrum disorder**-Any of several disorders characterized by inadequate social skills, impaired communication, and unusual play.
158. **achievement test**-A measure of mastery or proficiency in reading, mathematics, writing, science, or some other subject.
159. **Flynn effect**-The rise in average IQ scores that has occurred over the decades in many nations.
160. **middle childhood**-The period between early childhood and early adolescence, approximately from ages 6 to 11.
161. **Trends in Math and Science Study (TIMSS)**- An international assessment of the math and science skills of fourth- and eighth-graders. Although the TIMSS is very useful, different countries' scores are not always comparable because sample selection, test administration, and content validity are hard to keep uniform.
162. **working memory**-The component of the information processing system in which current conscious mental activity occurs. (Formerly called short-term memory.)
163. **sensory memory**-The component of the information processing system in which incoming stimulus information is stored for a split second to allow it to be processed. (Also called the sensory register.)
164. **No Child Left Behind Act**-A U.S. law enacted in 2001 that was intended to increase accountability in education by requiring states to qualify for federal educational funding by administering standardized tests to measure school achievement.
165. **National Assessment of Educational Progress (NAEP)**- An ongoing and nationally representative measure of U.S. children's achievement in reading, mathematics, and other subjects over time; nicknamed "the Nation's Report Card".

166. **knowledge base**-A body of knowledge in a particular area that makes it easier to master new information in that area.
167. **reaction time**-The time it takes to respond to a stimulus, either physically (with a reflexive movement such as an eyeblink) or cognitively (with a thought).
168. **selective attention**-The ability to concentrate on some stimuli while ignoring others.
169. **long-term memory**-The component of the information processing system in which virtually limitless amounts of information can be stored indefinitely.
170. **metacognition**-"Thinking about thinking" or the ability to evaluate a cognitive task in order to determine how best to accomplish it, and then to monitor and adjust one's performance on that task.
171. **Progress in International Reading Literacy Study (PIRLS)**- Inaugurated in 2001, a planned five year cycle of international trend studies in the reading ability of fourth-graders.
172. **pragmatics**-The practical use of language that includes the ability to adjust language communication according to audience and context.
173. **IQ (intelligence quotient) test**-A test designed to measure intellectual aptitude, or ability to learn in school. Originally, intelligence was defined as mental age divided by chronological age multiplied by 100, hence the term intelligence quotient, or IQ.
174. **multiple intelligences**-The idea that human intelligence is comprised of a varied set of abilities rather than a single, all-encompassing one.
175. **least restrictive environment (LRE)**- A legal requirement that children with special needs be assigned to the most general educational context in which they can be expected to learn.
176. **parochial school**-Non-public schools organized by a religious group, often Roman Catholic but sometimes Jewish, Muslim, and so on. The curriculum, discipline, and many instructors in parochial schools reflect the beliefs of the religious body, which often provides substantial financial support.
177. **multifinality**-A basic principle of developmental psychopathology that holds that one cause can have many (multiple) final manifestations.
178. **private school**-Public subsidy for tuition payment at a non-public school. Vouchers vary a great deal from place to place, not only in amount and availability, but in restrictions as to who gets them and what schools accept them.
179. **response to intervention (RTI)**- An educational strategy intended to help children in early grades who demonstrate below-average achievement by means of special intervention.
180. **voucher**-A monetary commitment by the government to pay for the education of a child. Typically, with a voucher system, parents choose whether to send their children to public, private, or parochial schools, and the voucher goes to whatever school the child attends.
181. **learning disability**-A marked delay in a particular area of learning that is not caused by an apparent physical disability, by mental retardation, or by an unusually stressful home environment.
182. **family structure**-The legal and genetic relationships among relatives living in the same home; includes nuclear family, extended family, stepfamily, and so on.

- 183. family function**-The way a family works to meet the needs of its members. Children need families to provide basic material necessities, to encourage learning, to help them develop self-respect, to nurture friendships, and to foster harmony and stability.
- 184. industry versus inferiority**-The fourth of Erikson's eight psychosocial crises, during which children attempt to master many skills, developing a sense of themselves as either industrious or inferior, competent or incompetent.
- 185. extended family**-A family of three or more generations living in one household.
- 186. latency**-Freud's term for middle childhood, during which children's emotional drives and psychosexual needs are quiet (latent). Freud thought that sexual conflicts from earlier stages are only temporarily submerged, bursting forth again at puberty.
- 187. aggressive-rejected**-Rejected by peers because of antagonistic, confrontational behavior.
- 188. child culture**-The particular habits, styles, and values that reflect the set of rules and rituals that characterize children as distinct from adult society.
- 189. conventional moral reasoning**-Kohlberg's second level of moral reasoning, emphasizing social rules.
- 190. bully-victim**-Someone who attacks others and who is attacked as well. (Also called provocative victims because they do things that elicit bullying.)
- 191. bullying**-Repeated, systematic efforts to inflict harm through physical, verbal, or social attack on a weaker person.
- 192. polygamous family**-A family consisting of one man, several wives, and their children.
- 193. nuclear family**-A family that consists of a father, a mother, and their biological children under age 18.
- 194. social comparison**-The tendency to assess one's abilities, achievements, social status, and other attributes by measuring them against those of other people, especially one's peers.
- 195. single-parent family**-A family that consists of only one parent and his or her biological children under age 18.
- 196. resilience**-The capacity to adapt well to significant adversity and to overcome serious stress.
- 197. preconventional moral reasoning**-Kohlberg's first level of moral reasoning, emphasizing rewards and punishments.
- 198. postconventional moral reasoning**-Kohlberg's third level of moral reasoning, emphasizing moral principles.
- 199. withdrawn-rejected**-Rejected by peers because of timid, withdrawn, and anxious behavior.