**Intellectual Development Keywords Test**

**Complete the table with a full definition for each keyword we have learned this week:**

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| **Keyword** | **Full Definition** |
| **Moral Development** | Important for reasoning, making choices and deciding how to act |
| **Abstract thought and Creative thinking** | Only can do this once in formal operational stage – essential for thinking and discussing things that cannot be observed |
| **Memory** | Essential for storing and recalling information |
| **Neural tube defect** | In the very early stages of brain development, in the uterus, the neural tube closes around 4 weeks post conception – if this fails toclose the result can be a neural tube defect, such as spina bifida. |
| **Neuron** | A nerve cell, with dendrites at one end and axon terminal at the other end. Messages are transferred by electrical and chemical signals across the synapse. |
| **Sensory stimulation** | The senses… sight, smell, taste, touch and hearing connect our minds with the world around us. Stimulation with speech, play etc. can encourage brain development in the early years. |
| **Synaptic connection** | Connections created across the synapse, transmitting messages from one neurone to another – the basis of our memories. |
| **Babbling** | Babbling is a stage in child development and a state in language acquisition during which an infant appears to be experimenting with uttering articulate sounds, but does not yet produce any recognizable words. |
| **Vocabulary** | All the words known and used by a person with correct meaning. |
| **Grammar** | The way in which words are put together to form proper sentences – a set of rules for a certain language. |
| **Cognitive** | All the mental activities associated with thinking, knowing, and remembering |
| **Innate** | Born with, natural, not learned. |
| **Sensorimotor stage** | First stage in Piaget’s theory of cognitive development, ages 0-2 years, key features are egocentrism, no object permanence. |
| **Pre-operational stage** | Second stage, ages 2-7 years, can understand object permanence, no conservation of materials, unable to perform logic operations. Still egocentric. |
| **Concrete operational stage** | Third stage, ages 7-11 years, can perform logic operations, can understand conservation of materials. Decentred – no longer egocentric. Cannot think hypothetically or perform mental arithmetic. Needs models and counters. |
| **Formal operational stage** | Can think hypothetically. Can perform mental arithmetic tasks. Can think in the abstract. |
| **Egocentrism** | The inability to differentiate between self and other. An inability to understand any perspective other than their own. |
| **Object permanence** | The understanding that objects continue to exist even when they cannot be observed (seen, heard, touched, smelled or sensed in any way). |
| **Decentering** | The ability to consider multiple aspects of a situation. Understands different perspectives. No longer egocentric. |
| **Logical Operations** | Can use logic to deduce or work out a problem, rather than rely on visual judgement alone. |
| **Lack of Conservation of a liquid, solid or number** | Will rely on visual judgement of amounts. Cannot use logic to work out a problem, e.g. water in a wide beaker poured into a tall, narrow beaker experiment. |
| **3 mountains study** | A study which demonstrates egocentrism in children in the Pre-operational stage. A 3D model is shown to a child and they are asked about the perspective of the person opposite. The child demonstrates they cannot decentre and imagine what the other person can see. |
| **Concrete operations** | Logic operations which can be carried out only if it can be seen in front of them. Not abstract reasoning or mental arithmetic. |
| **Hypothetical problems** | Possible situations, statements or questions about something imaginary. |
| **Logical thinking** | A process of clearly moving from one related thought to another. Where reasoning is used consistently to come to a conclusion. Problems or situations that involve logical thinking call for structure, for relationships between facts, and for chains of reasoning that “make sense.” |