

## **Accommodation**

The process we use to create new schemas (ways of thinking about how the world works) or drastically alter existing schemas to incorporate new information that otherwise would not fit. (page 149)

## **Ambivalent attachment**

↓  
An anxious/ambivalent child will both seek and reject caring contact.



The attachment style for infants who seem to have mixed feelings about the caregiver--they cry when the caregiver leaves the room, but they both seek out and reject the caregiver upon the caregiver's return. (page 147)

## **Assimilation**

The process we use to incorporate new information into existing schemas (ways of thinking about how the world works). (page 149)

## **Attachment**

An enduring emotional connection that can motivate care, protection, and social support. (page 145)

## **Avoidant attachment**

↓  
An avoidant child avoids the attachment figure when he or she returns.



The attachment style for infants who do not look at the caregiver when the caregiver leaves or returns and who plays happily with the stranger in the caregiver's absence. (page 147)


## **babbling**

Intentional vocalizations, often by an infant, that does not have a specific meaning. (page 155)

## bullying

A behavior in which a person repeatedly acts aggressively in an unwanted way. (page 162)

## Concrete operational stage

<b>Concrete operational</b> (7–12 years)	<p>blocks regardless of color</p> <ul style="list-style-type: none"><li>• Can think logically about objects and events</li><li>• Achieves conservation of number (age 7), mass (age 7), and weight (age 9)</li><li>• Classifies objects by several features and can order them in a series along a single dimension, such as size</li></ul>	
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The third stage in Piaget's theory of cognitive development; during this stage, children begin to think about and understand logical operations, and they are no longer fooled by appearances. (page 150)

## Conventional level

Middle level of moral reasoning; at this level, strict adherence to societal laws and the approval of others determine what is moral. (page 164)

<p><b>dementia</b></p>	<p>Severe impairment in intellectual capacity and personality, often due to Alzheimer's disease and strokes. (page 168)</p>
<p><b>Developmental psychology</b></p>	<p>The scientific study of how humans change over the life span, from conception through infancy, childhood, adolescence, and adulthood. (page 136)</p>
<p><b>Embryonic period</b></p>	<p>The period in prenatal development from three through eight weeks after conception, when the brain, spine, major organs, and bodily structures begin to form in the embryo. (page 138)</p>

## Emerging adulthood



FIGURE 4.28

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The developmental period roughly corresponding to ages 18-25, between the end of physical and sexual maturity and the completed transition to stable adult patterns of relationships and work. (page 166)

## Fetal period

The period in prenatal development from nine weeks after conception until birth, when the brain continues developing, bodily structures are refined, and the fetus grows in length and weight and accumulates fat in preparation for birth. (page 138)

## Formal operational stage

### 4 Formal operational (12 years and up)

- Can think logically about abstract propositions and test hypotheses systematically
- Becomes concerned with the hypothetical, the future, and ideological problems



Psychological Science, 4/e Figure 9.15  
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The fourth and final stage in Piaget's theory of cognitive development; during this stage people can think abstractly, and they can formulate and test hypotheses through logic. (page 152)

## Generativity versus stagnation

Seventh stage of Erikson's theory of psychosocial development, in which middle-aged adults face the challenge of leaving behind a positive legacy and caring for future generations. (page 170)

## Germinal Period

The period in prenatal development from conception to two weeks after conception, when the zygote divides rapidly and implants in the uterine wall. (page 138)

## Identity versus role confusion



FIGURE 4.23

Courtesy of Matt Dowdy  
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The fifth stage of Erikson's theory of psychosocial development, in which adolescents face the challenge of figuring out who they are. (page 159)

<b>Integrity versus despair</b>	Eighth stage of Erikson's theory of psychosocial development, in which older adults face the challenge of feeling satisfied that they have lived a good life and developed wisdom. (page 170)
<b>Intimacy versus isolation</b>	Sixth stage of Erikson's theory of psychosocial development, in which young adults face the challenges of forming committed long-term friendships and romances. (page 170)
<b>Maturation</b>	Physical development of the brain and body that produces growth and enables physical and psychological functioning. (page 142)

<p>Object permanence</p>	<p>The understanding that an object continues to exist even when it cannot be seen.</p> <p>(This term is in your book, but not listed as a key term)</p>
<p><b>overregularization</b></p>	<p>The tendency for young children to incorrectly use a regular grammar rule when they should use an exception to the rule. (page 156)</p>
<p><b>Parenting styles</b></p>	<p>Methods of parenting based on levels of how demanding and responsive a parent is. (page 160)</p>



## Postconventional level

Highest level of moral development; at this level, decisions about morality depend on complex reasoning, abstract principles, the value of all life, and the greater good for all people. (page 164)

## Preconventional level

Lowest level of moral reasoning; at this level, self-interest and event outcomes determine what is moral. (page 164)

## Preoperational stage

### 2 Preoperational (2–7 years)

- Learns to use language and to represent objects by images and words
- Thinking is still egocentric; has difficulty taking the viewpoint of others
- Classifies objects by a single feature; for example, groups together all the red blocks regardless of shape or all the square blocks regardless of color



The second stage in Piaget's theory of cognitive development; during this stage, children begin to think about and understand logical operations, and they are no longer fooled by appearances. (page 150)

<b>Primary sex characteristics</b>	Physical features directly related to reproduction such as reproductive organs and genitals. (page 157)
<b>puberty</b>	The period during adolescence in which sexual maturation leads to the ability to reproduce. (page 157)
<b>Secondary sex characteristics</b>	Physical features that are not directly related to reproduction but indicates the differences between the sexes. (page 157)

## Secure attachment

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A secure child is quickly comforted when the attachment figure returns.



Psychological Science, 4/e Figure 9.10 part 2  
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The attachment style for infants who are confident enough to play in an unfamiliar environment as long as the caregiver is present and who are readily comforted by the return of the caregiver. (page 146)

## Sensorimotor stage

Stage	Characterization
<b>1</b> Sensorimotor (birth–2 years)	<ul style="list-style-type: none"><li>• Differentiates self from objects</li><li>• Recognizes self as agent of action and begins to act intentionally; for example, pulls a string to set a mobile in motion or shakes a rattle to make a noise</li><li>• Achieves object permanence: realizes that things continue to exist even when no longer present to the senses</li></ul>

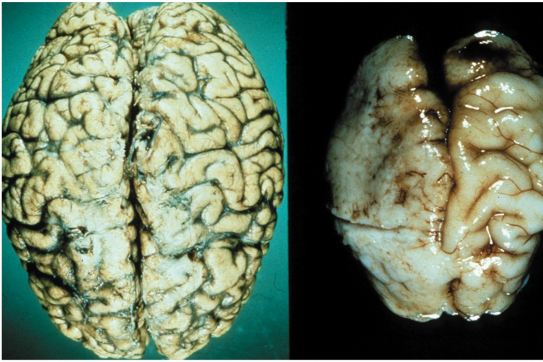


The first stage in Piaget's theory of cognitive development; during this stage, infants acquire information about the world through their senses and motor skills. (page 150)

## Telegraphic speech

Speech in which toddlers combine basic words in a logical syntax, but not a complete sentence, that conveys a wealth of meaning. (page 156)

## Teratogens



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Environmental substance that can harm prenatal development.  
(page 140)

## Theory of mind

The ability to understand that other people have mental states that influence their behavior.  
(page 154)



**Warning:** not all of the key ideas are on this list of key terms