Review Exam 2

CAS 325A
Spring 2006
Dr. Sharon Seidman

Review – Computing Your Grade

- Exam worth 50 points
- 4 essay questions
  - 5 points each
  - 20 points total
- 20 multiple choice questions
  - 1/5 points each
  - 30 points total

Exam grade:
Essay total + (MC total * 1.5)

Social Play

- Nonsocial Play
  - Object play
  - Onlooker play
- Parallel play
- Social play
  - Associative play
  - Joint/cooperative play
  - Shared pretend play
1-Development of Social Play

First a child will be playing by themselves. They will be doing object play or onlooker play, meaning they will be playing with objects or looking at people because they are interesting. Second, the child will be parallel playing, meaning he/she will be playing by another child but not interacting with them. Third, the child will then learn to social play. In social play, there are associative play (2 children are playing together with a different goal) and joint play (the children are actually playing together with a mutual goal).

Parental Influences: Baumrind

2 Dimensions:
- Responsiveness
- Directiveness/Control

<table>
<thead>
<tr>
<th></th>
<th>High Control</th>
<th>Low Control</th>
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<tbody>
<tr>
<td>Highly Responsive</td>
<td>Authoritarian</td>
<td>Permissive</td>
</tr>
<tr>
<td>Less Responsive</td>
<td>Authoritative</td>
<td>Uninvolved</td>
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Associations with Parental Style

- Authoritative ➔ Mature
- Authoritarian ➔ Withdrawn
- Permissive ➔ Immature
Baumrind’s classification of parenting styles is based on a Western viewpoint. In some other cultures, being authoritarian is better respected than being authoritative. The outcome from authoritative parenting of being mature on the playground that is promoted in our culture may not be in cultures where children are expected to respect their elders and go to them with problems. Culture can also influence how parenting styles are implemented. Some Asian cultures promote a more permissive-indulgent style until the children reach a certain age, then they become authoritarian. The values of a specific culture guide the acceptance of these parenting styles.

**Perceptions on Children’s Self-Talk**

- Children talk to themselves
- Differing interpretations
  - Piaget: *Egocentric Speech*
    - Language goal = communicate with others
    - Failure to understand perspective
  - Vygotsky: *Private Speech*
    - Language goal = guide behavior
    - Scaffold own behavior

**3-Private vs. Egocentric Speech**

For example, if Billy was playing with the blocks by himself, saying, “I need all the big ones first then all the small ones later,” this can be seen in two ways. To Piaget, this would be egocentric speech because in order for oral communication to be mastered another person needs to be involved. To Vygotsky, this would be a form of private speech. Private speech can be out loud, but it is not intended to communicate with anyone other than yourself. Vygotsky believed that sometimes you are your own social group and therefore another person is not always needed for communication.
Perspective Taking: Knowledge

4-Theory of Mind
- Definitions
  - Recognition of link between mind & behavior
  - Understanding of other’s minds
    - Knowledge
    - Perspective
- Method/implications
  - Differentiate own & other’s knowledge
  - Understand false believes
  - Lies

Symbolic Representation
- Ability to
  - Manipulate mental concepts
  - Link concepts and objects
- = transition to preoperational stage
Socio-Dramatic Play
Two Elements:
- Social
- Dramatic/Imaginative
  - Complexity
    - Single acts
    - Acts with “passive others”
    - Acts with “active others”
  - Symbols (Toys)
    - Representational objects
    - Neutral objects
    - No objects/objects with other use

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5-Symbolic Rep. & Sociodramatic Play
Symbolic representation takes place during the preoperational stage according to Piaget. Symbolic representation means using symbols to understand the world. Sociodramatic play relates to symbolic representation in the sense that children make up stories and objects in sociodramatic play. They are able to use symbolic representation to imagine objects, such as a block as a cup, while engaging in sociodramatic play.

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5-Symbolic Rep. & Sociodramatic Play
Symbolic representation is the knowledge that one thing can represent another thing. For example, a picture of a ball represents a real ball. As children better understand symbolic representation, their sociodramatic play becomes more advanced because sd play involves using imagination. As children are able to use more objects/imaginary objects to represent something else, their play becomes less limited to the resources they have. For example if a child can only use a plastic apple to represent a real apple, then they are limited to the plastic food they are provided with to use in their play. If a child can pretend a ball is an apple, there are less dependent on resources. When a child can represent objects without tangible objects, their play is limitless.
Self-Concept & Self-Esteem

<table>
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<tr>
<th>Self-Concept</th>
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<tr>
<td>Who you are</td>
<td></td>
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<tr>
<td>Includes</td>
<td></td>
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<tr>
<td>Individual characteristics</td>
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<tr>
<td>Social roles/expectations</td>
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| Self-Esteem                           |                     |
| Value of your characteristics         |                     |
| Includes                               |                     |
| Effectiveness                          |                     |
| Perception of other’s values           |                     |

Both of these concepts are influenced more by peers as the child gets older; it tends to change as the child transitions from preschool to the primary grades. The differences are that self-concept is basically how you would describe yourself (your traits, characteristics, etc.), how you view yourself as a person. Self-esteem is the value you place on those descriptions of yourself. In preschool the concepts tend to be more general, positive, and optimistic but by the primary years the concepts tend to be more specific, less positive, and less optimistic.

Multiple Choice