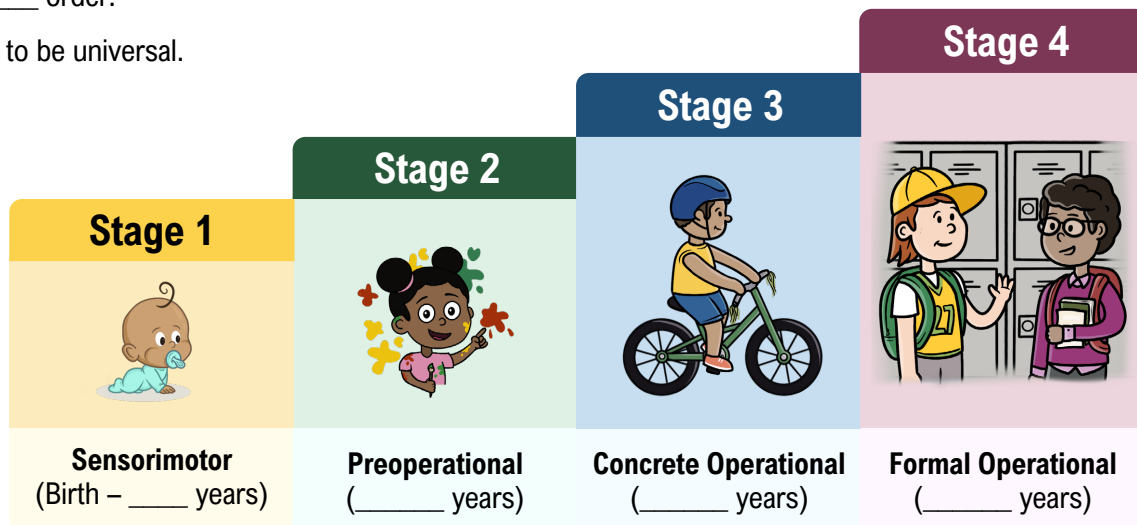


TOPIC: PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

Introduction to Piaget's Theory

- ◆ *Recall:* Jean Piaget (1896 – 1980) was a Swiss psychologist who focused on children's cognitive development.
- ◆ **Cognitive Development:** The development of children's ability to think, _____, and understand.
- ◆ Adopted a **constructivist view** of development → children *actively* construct their understanding of the world.
- ◆ Piaget developed a _____ theory of cognitive development:
 - Fundamental _____ in cognition at each stage.
 - _____ order.
 - Claims to be universal.



EXAMPLE

Which of the following most closely aligns with a constructionist view of development?

- Children develop based entirely on how they are reinforced by their environment.
- Development is the result of innate skills emerging over time.
- Children actively construct knowledge through their interactions with the world.
- Development is largely pre-determined by biological factors.

PRACTICE

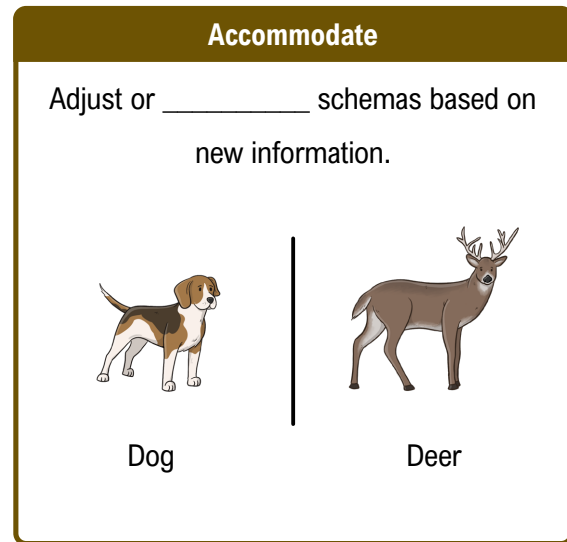
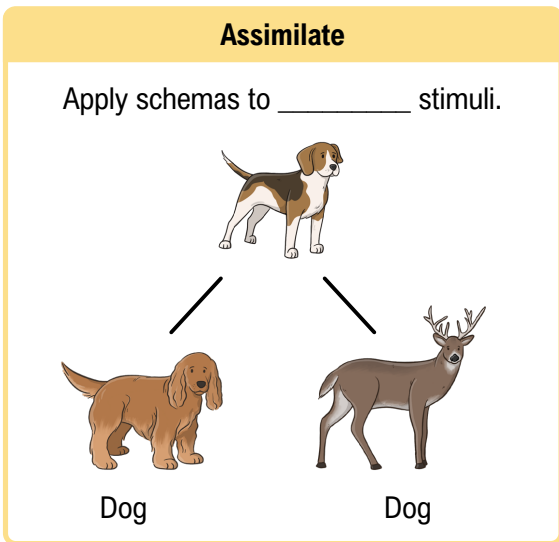
Which of the following developmental psychologists is most well known for their work on cognitive development?

- Mary Ainsworth.
- G. Stanley Hall.
- Jean Piaget.
- Murray Bowen.

TOPIC: PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

Stage 1: Sensorimotor (Birth – 2 Years)

- ◆ Children are using _____ and _____ skills to understand the world; develop goal-directed behavior.
- ◆ **Schemas:** Theories or mental concepts about the way the world works. Children then:



- ◆ **Object permanence:** Understanding that an object still _____ when it is out of sight.

EXAMPLE

Label each of the following scenarios using the terms in the box:

David, a 20-month-old, has learned that not all four-legged animals are dogs, and can now correctly label dogs and cows.

Sasha, an 18-month-old, sees a hawk flying in the sky and says "bluebird!"

- a) Assimilation
- b) Accommodation

PRACTICE

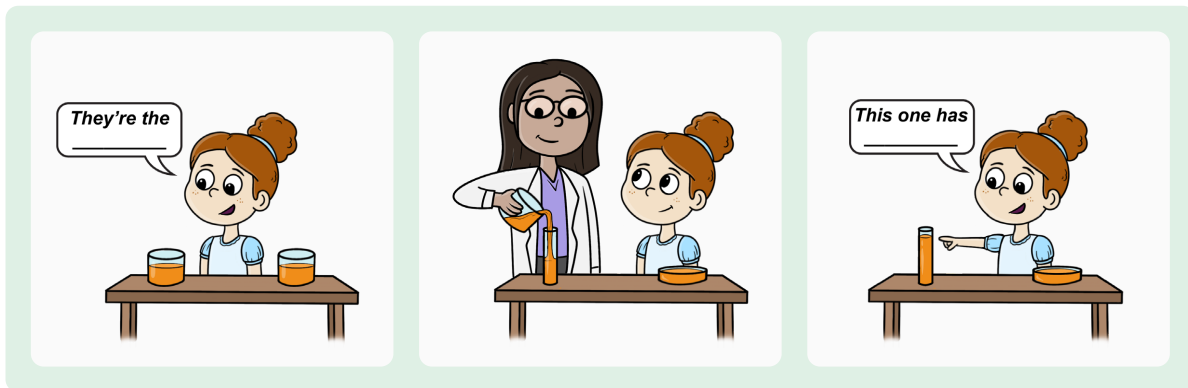
What does the term *object permanence* refer to?

- a) An infant's developing ability to understand basic laws of physics (ex: gravity).
- b) A child's preference for adult caregivers who they see the most often.
- c) The understanding that objects continue to exist even when they cannot be seen.
- d) Children's ability to use objects as symbols in play.

TOPIC: PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

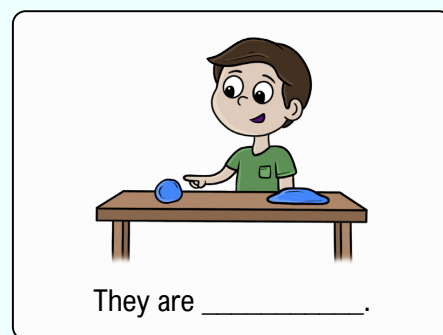
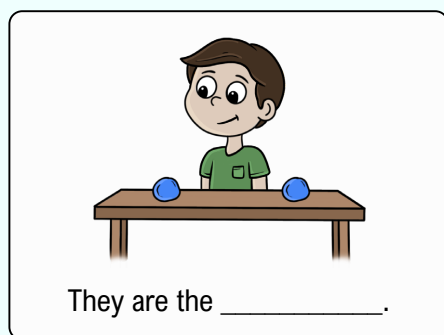
Stage 2: Preoperational (2 – 7 Years)

- ◆ Note: *Operational* refers to the ability to perform complex mental operations and use logic.
- ◆ Use mental _____ to represent images, objects, and ideas → pretend play.
- ◆ _____ **centrism**: Difficulty thinking about and understanding other's perspectives.
 - Includes physical perception ("they _____ what I see") and knowledge ("they _____ what I know").
- ◆ Have _____ yet developed **conservation**:
 - Understanding that the physical properties of an object remain the same, even if its appearance changes.



EXAMPLE

Jake is a 3-year-old doing a task in a psychology lab. The research assistant shows him two identical balls of clay, and ask him which one is larger, or if they are the same. They then squish one of the balls flat, and ask him the same question. Based on Piaget's preoperational stage, how would you expect Jake to answer each question?



Based on these responses, we know that Jake has not yet developed the skill of _____.

TOPIC: PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

PRACTICE

Egocentrism in the preoperational stage refers to:

- a) Children's tendency to be selfish.
- b) Children's inability to understand that others have different perspectives.
- c) Children's inability to solve abstract problems.
- d) The development of children's ego and self-esteem.

PRACTICE

Which of the following is NOT typically associated with the preoperational stage?

- a) Egocentrism.
- b) Children's use of mental symbols.
- c) The emergence of more elaborate pretend play.
- d) The development of object permanence.

TOPIC: PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

Stages 3 & 4: Concrete (7 – 11 Years) and Formal Operational (12+ years)

Concrete Operational	Formal Operational
Think logically about _____ objects and events. ◆ Ex: Simple math with objects.	Think logically about _____ concepts. ◆ Ex: Freedom, equity, love.
Understand the principle of reversibility : ◆ Objects can be changed and then returned to their _____ form (mental reversal). ◆ Develop conservation .	Mastered reversibility and conservation.
Struggles with abstract thinking and hypotheticals.	Can think logically about hypothetical situations. ◆ Ability to plan for the _____.

EXAMPLE

Which statements below correctly identify milestones in the concrete operational stage?

- I) Children are able to think logically about abstract concepts.
- II) Children are able to think logically about tangible concepts.
- III) Children master the principle of reversibility.

-
- a) I & II. b) I & III. c) II & III. d) I, II, & III.

PRACTICE

A child in the formal operational stage is most likely to:

- a) Have difficulty with mental reversal and conservation.
- b) Successfully think about hypothetical situations.
- c) Struggle with object permanence.
- d) Rely on thinking about concrete objects and events.

TOPIC: PIAGET'S COGNITIVE DEVELOPMENTAL THEORY

Discussion of Piaget's Theory

Strengths / Notability

- ◆ The _____ comprehensive theory of cognitive development.
- ◆ The idea that children _____ construct knowledge is now widely supported.
- ◆ Concepts like object permanence, egocentrism, and conservation are well supported.

Limitations

- ◆ Does not account for individual differences:
 - The proposed _____ are not well supported.
 - Did not account for _____ influences on development.
- ◆ Stage theories aren't really used anymore – continuous models are more accepted.

EXAMPLE

Which of the following is **NOT** a critique of Piaget's theory of cognitive development?

- a) The theory places inaccurate age boundaries on many of the proposed milestones.
- b) The theory fails to account for social influences on development.
- c) Stage theories are now considered outdated due to their rigid nature.
- d) Concepts like conservation and egocentrism are not supported by modern research.