

## **Objectives:**

1. *Summarize the cognitive-development theory.*
2. *Discuss how children develop emotionally.*

## **I. Introduction**

- A. Psychologist \_\_\_\_\_ (1896–1980) chronicled the development of thought in his own daughter (“L.”).
- B. From the stories Piaget described, it is obvious that children \_\_\_\_\_ differently from adults in many ways.
- C. Children form their own \_\_\_\_\_ about how the \_\_\_\_\_ works.

## **II. Cognitive Development**

### **A. Acquiring Knowledge:**

1. According to Piaget, understanding the world involves the construction of mental representations of the world called \_\_\_\_\_.
2. Each of us constructs intellectual schemas, applying them and changing them as necessary; we try to understand a new or different object or concept by using one of our \_\_\_\_\_ schemas.
3. In the process of \_\_\_\_\_, we try to fit the new object into an existing schema.
4. In the process of \_\_\_\_\_, we change our schema to fit the characteristics of the new object.
5. Assimilation and accommodation work together to produce \_\_\_\_\_ growth.

## **B. Object Permanence:**

1. An infant's understanding of things lies totally in the \_\_\_\_\_ and \_\_\_\_\_.
2. The sight of a toy, the way it feels in their hands, and the sensation it produces in their mouth are all they know. They do not \_\_\_\_\_ it, \_\_\_\_\_ it, \_\_\_\_\_ of it, \_\_\_\_\_ it, or even \_\_\_\_\_ it.
3. When an infant's toy is hidden from them, they act as if it has \_\_\_\_\_ to exist.
4. They do \_\_\_\_\_ look for it.
5. At \_\_\_\_\_ - \_\_\_\_\_ months, however, this pattern begins to change.
6. When you take the infant's toy and hide it under a blanket—while they are watching—they will \_\_\_\_\_ for it under the blanket.
7. However, if you change tactics and put their toy behind your \_\_\_\_\_, they will continue to look for it under the blanket—even if they were watching you the whole time.
8. You cannot fool a \_\_\_\_\_ - \_\_\_\_\_ -month-old quite so easily.
9. A 12-month-old will act \_\_\_\_\_ when they do not find the toy under the blanket—and keep searching there.
10. An 18 or 24-month-old will \_\_\_\_\_ what you have done and walk behind you to look.
11. The child \_\_\_\_\_ the toy must be somewhere (Ginsburg & Opper, 1969).
12. Piaget called this concept \_\_\_\_\_.
13. This concept might be expressed in this way: "Things continue to \_\_\_\_\_ even though they cannot be \_\_\_\_\_ or \_\_\_\_\_."
14. It signifies a big step in the second year of life and \_\_\_\_\_ development. The child recognizes that people and objects are \_\_\_\_\_ of their actions and that they do not create their own world.

## **C. Representational Thought:**

1. The achievement of object permanence suggests that a child has begun to engage in what Piaget calls \_\_\_\_\_.
2. The child's intelligence is no longer one of \_\_\_\_\_ only; now, children can \_\_\_\_\_ (or represent) things in their \_\_\_\_\_.

## D. Principle of Conservation:

1. According to Piaget, between the ages of 5-7, more complex intellectual abilities emerge. Most children begin to understand \_\_\_\_\_, the principle that a given quantity does not change when its appearance is changed.



2. Children under age 5 do not seem to have the ability to think about \_\_\_\_\_ dimensions at the same \_\_\_\_\_. In this case, width and height. They do not understand that a change in one causes a change in the other.
3. A child under 5 has difficulty understanding others' points of view because they are \_\_\_\_\_.
4. Egocentric thinking refers to \_\_\_\_\_ and \_\_\_\_\_ of the world from \_\_\_\_\_ own standpoint and having difficulty understanding someone else's viewpoint and other perspectives.

## E. Piaget's Stages of Cognitive Development:

1. Piaget described the \_\_\_\_\_ that occur in children's \_\_\_\_\_ in four stages of cognitive development.
2. The four stages are the (1) \_\_\_\_\_ stage, (2) \_\_\_\_\_ stage, (3) \_\_\_\_\_ stage, and the (4) \_\_\_\_\_ stage.
3. According to Piaget, a person's development through these four stages depends on their maturation of their \_\_\_\_\_ and on the \_\_\_\_\_ they have had. Everyone passes through the stages in the same \_\_\_\_\_ but not at the same \_\_\_\_\_.

Stage	Approximate Age	General Characteristics
Sensorimotor	Birth-1½ years	Behavior consists of simple motor responses to sensory stimuli; lacks concept of object permanence
Preoperational	1½ years-7 years	Lacks operations (reversible mental processes); exhibits egocentric thinking; lacks concept of conservation; uses symbols (such as words or mental images) to solve simple problems or to talk about things that are not present
Concrete operations	7-11 years	Begins to understand concept of conservation; still has trouble with abstract ideas; classification abilities improve; masters concept of conservation
Formal operations	11 years-onward	Understands abstract ideas and hypothetical situations; capable of logical and deductive reasoning

### III. Emotional Development

A. While the child is developing their ability to use his/her body, to think, and to express themselves, they are also developing \_\_\_\_\_.

B. In addition, they begin to become \_\_\_\_\_ to specific people and to care about what they \_\_\_\_\_ and \_\_\_\_\_.

#### C. Experiments With Animals – Imprinting:

1. Experiments with baby birds and monkeys have shown that there is a \_\_\_\_\_ determined time of \_\_\_\_\_ for \_\_\_\_\_ early in life.

2. If the infant is too young or too old, the \_\_\_\_\_ cannot be formed, but the attachment itself is a kind of \_\_\_\_\_. If the attachment is \_\_\_\_\_ made, or if a \_\_\_\_\_ attachment is made, the infant will develop in a different way as a result.

3. \_\_\_\_\_ became a pioneer in the field of \_\_\_\_\_ learning.

4. Lorenz discovered that baby geese become attached to their mothers in a sudden, virtually permanent learning process called \_\_\_\_\_. Imprinting is an \_\_\_\_\_ tendency or response that are displayed by newborn animals when they encounter new stimuli in their environment.

5. Goslings are especially sensitive just after birth, and whatever they learn during this critical period, about \_\_\_\_\_ to \_\_\_\_\_ hours after \_\_\_\_\_, makes a deep impression that \_\_\_\_\_ change.

6. A \_\_\_\_\_ is a time in development when an animal (or human) is best able to learn a \_\_\_\_\_ or \_\_\_\_\_. For example, if geese have imprinted with a human being instead of a goose, they will prefer the company of human beings over other geese.

#### D. Experiments With Animals – Surrogate Mothers:

1. An American psychologist, \_\_\_\_\_, studied the relationship between mother and child in a species closer to humans, the rhesus monkey.

2. He tried to answer the question of what makes the \_\_\_\_\_ so important by taking baby monkeys away from their natural mothers as soon as they were born.

3. Two mothers were placed in their cages, one made of \_\_\_\_\_ equipped with a feed bottle and the second wrapped in soft \_\_\_\_\_ without a feed bottle. Which would be a greater attraction... \_\_\_\_\_ of the wire monkey or the soft \_\_\_\_\_ of the cloth covered monkey?

4. The young monkeys for the most part \_\_\_\_\_ the wire mother, even if she had food.

5. They became strongly \_\_\_\_\_ to the cloth mother, whether she gave food or not.
6. The touching mattered, not the feeding. Harlow called this \_\_\_\_\_ or \_\_\_\_\_.

**E. Human Infants:**

1. Some psychologists believe there is a \_\_\_\_\_ when infants need to become attached to a caregiver, as Lorenz's experiments suggests.
2. When an attachment bond to one person has been formed, \_\_\_\_\_ can be disturbing to the infant.
3. If a 1-year-old child encounters a \_\_\_\_\_, that child may display \_\_\_\_\_ even when the mother is present.
4. If the mother remains \_\_\_\_\_, this stranger anxiety will \_\_\_\_\_.
5. \_\_\_\_\_ anxiety occurs whenever the child is suddenly separated from the mother.
6. \_\_\_\_\_ devised a technique called the \_\_\_\_\_ to measure attachment. In this technique, mothers and children undergo a series of episodes that sometimes involved the mother leaving and coming back into the room when a stranger was present and when a stranger was not present.
7. From her research, she found there were three patterns of attachment in children: \_\_\_\_\_ attachment, \_\_\_\_\_ attachment, and \_\_\_\_\_ attachment.
8. Psychologists have since identified a fourth attachment, called \_\_\_\_\_ attachment.
9. Infants who demonstrate secure attachment balance the need to \_\_\_\_\_ with the need to be \_\_\_\_\_.
10. In avoidance attachment infants \_\_\_\_\_ or \_\_\_\_\_ the mother when she leaves and returns.
11. Infants with resistant attachment are not upset when the mother leaves but \_\_\_\_\_ her or act \_\_\_\_\_ when she returns.
12. Infants with disorganized attachment behave \_\_\_\_\_.