

introduction: Jean Piaget (1896 – 1980) devised a theory of intellectual (cognitive) development. Ex. In the "clown" incident, the boy's father explained to his son that the man was not a clown and that even though his hair was like a clown's, he wasn't wearing a funny costume and wasn't doing silly things to make people laugh with this new knowledge, the boy was able to change his schema of "clown" and make this idea fit better to a standard concept of "clown".

3. Equilibration: this is the force which moves development along. It occurs when the child's schemas can deal with newest information through assimilation. However, UN pleasant state of disequilibrium occurs when new information can't be fitted into existing assimilation.

? Stages of cognitive Development: ? Sensory – motor, ? Preoperational, ? Concrete operational, ? Formal operational.

Stages of Cognitive Development: 1. Characteristics of Piaget's Stages: 1. Each stage is a structured whole and in a state of equilibrium 2. Each stage derives from the previous stage and incorporates and transforms to prepare for the next stage. 3. There is no skipping stage. Culture does not impact the stages. Children everywhere go through the same stages no matter what. 5. There is a gradual progression from stage to stage.

2. Stages of cognitive development: 1–Sensorimotor stage (Birth to 2 Years): Infants learn about the world by input obtained through the senses and by their motor activity. Six sub–stages are characteristic of this stage. 1–Use of reflexes (birth to one month). ? The infant begins life with a set of reflexes such as sucking, rooting, and grasping. By using these reflexes, the infant receives stimulation via touch, sound, smell, and vision. ? The reflexes thus pave the way for the first learning to occur. ? Development occurs as the reflex behaviors are applied to a wider variety of stimuli and events (assimilation) ? Example: If a nipple is put into baby's mouth, he will reflexively suck on it. 2–Primary circular actions (1–4months). Once the infant responds reflexively, the pleasure gained from that response causes repetition of the behavior. For example, if a toy grasped reflexively makes noise and is interesting to watch, the infant will grasp it again. 3–Secondary circular reactions (4–8 months): – Awareness of the environment grows as the infant begins to connect cause and effect. The sounds of bottle preparation will lead to excited behavior. If an object is partially hidden, the infant will attempt to uncover and retrieve it ? For example, a child will purposefully pick up a toy to put in his hand or mouth. 4–CO–ordination of secondary circular reactions (8–12months):– ? Intentional behavior is observed as the infant uses learned behavior to obtain objects, create sounds, or engage in other pleasurable activity. ? Object permanence (the knowledge that something continues to exist even when out of sight) begins when the infant remembers where a hidden object is likely to be found; it is no longer "out of sight, out of mind. Piaget observed that behaviors occurred in steps at a certain age–groups, so he divided these patterns in to four main stages of intellectual growth. Assimilation: –Using an existing schema to deal with a new object or situation." Ex: – a 2–year child sees a man who is bald on top of head and has frizzy hair on the sides .to his father's horror, the toddler shouts" clown, clown. Accommodation: The existing schema doesn't work and needs ???????????? to be changed to deal with new object or situation. ?? Trial–and–error activity