Key Piaget Terms

- Schema
- Assimilation
- Accommodation
- Piaget’s research is an example of cross-sectional research
Periods of Cognitive Development

Jean Piaget
Sensorimotor Stage

- Birth to nearly 2 years
- Infant uses senses and motor abilities to understand the world.
- There is no conceptual or reflective thought.

Developmental Phenomenon
- Object Permanence
- Separation Anxiety
Preoperational Stage

- About 2 to 6 years of age
- Child uses symbolic thinking, including language, to understand the world
- Child lacks logical reasoning
  
  Developmental Phenomena
  
  - Egocentrism
  - Pretend play
Concrete Operations Stage

- About 7 to 11 years of age
- Child understands and applies logical operations, or principles, to help interpret experiences objectively and rationally.

Developmental Phenomena

- Able to reverse operations
- Eliminates imaginative things that cannot logically happen
Formal Operations Stage

- About 12 years of age through adulthood
- Able to think abstractly
- Can think in terms of possibilities
- Potential for mature moral reasoning
<table>
<thead>
<tr>
<th>Approximate Age</th>
<th>Period</th>
<th>Characteristics</th>
<th>Major Gains During the Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 2 years</td>
<td>Sensorimotor</td>
<td>Infant uses senses and motor abilities to understand the world. There is no conceptual or reflective thought; an object is “known” in terms of what an infant can do to it.</td>
<td>The infant learns that an object still exists when it is out of sight (object permanence) and begins to think through mental actions as well as physical actions.</td>
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<tr>
<td>2–6 years</td>
<td>Preoperational</td>
<td>The child uses <em>symbolic thinking</em>, including language, to understand the world. Sometimes the child’s thinking is <em>egocentric</em>, causing the child to understand the world from only one perspective, his or her own.</td>
<td>The imagination flourishes, and language becomes a significant means of self-expression and of influence from others. Children gradually begin to decenter, that is, become less egocentric, and to understand and coordinate multiple points of view.</td>
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<tr>
<td>7–11 years</td>
<td>Concrete operational</td>
<td>The child understands and applies logical operations, or principles, to help interpret experiences objectively and rationally rather than intuitively.</td>
<td>By applying logical abilities, children learn to understand the basic concepts of conservation, number, classification, and many other scientific ideas.</td>
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<tr>
<td>12 years through adulthood</td>
<td>Formal operational</td>
<td>The adolescent or adult is able to think about abstractions and hypothetical concepts.</td>
<td>Ethics, politics, and social and moral issues become more interesting and involving as the adolescent becomes able to take a broader and more theoretical approach to experience.</td>
</tr>
</tbody>
</table>
Kohlberg’s Stages of Moral Development

(Correspond with Piaget’s Stages of Cognitive Development)

Kohlberg’s Stages of Moral Development

Progressive Stages vs Loop?
Diana Baumrind’s Parenting Research

• Example of longitudinal research
• Results of Baumrind’s studies
<table>
<thead>
<tr>
<th>Identity Stage (approximate age)</th>
<th>Issues</th>
<th>Description of Task</th>
</tr>
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<tbody>
<tr>
<td>Infancy (to 1 year)</td>
<td>Trust vs. mistrust</td>
<td>If needs are dependably met, infants develop a sense of basic trust.</td>
</tr>
<tr>
<td>Toddlerhood (1 to 2 years)</td>
<td>Autonomy vs. shame and doubt</td>
<td>Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.</td>
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<tr>
<td>Preschooler (3 to 5 years)</td>
<td>Initiative vs. guilt</td>
<td>Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.</td>
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<tr>
<td>Elementary school (6 years to puberty)</td>
<td>Competence vs. inferiority</td>
<td>Children learn the pleasure of applying themselves to tasks, or they feel inferior.</td>
</tr>
<tr>
<td>Adolescence (teen years into 20s)</td>
<td>Identity vs. role confusion</td>
<td>Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.</td>
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<tr>
<td>Young adulthood (20s to early 40s)</td>
<td>Intimacy vs. isolation</td>
<td>Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.</td>
</tr>
<tr>
<td>Middle adulthood (40s to 60s)</td>
<td>Generativity vs. stagnation</td>
<td>The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.</td>
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<tr>
<td>Late adulthood (late 60s and up)</td>
<td>Integrity vs. despair</td>
<td>When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.</td>
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</tbody>
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