

## Section 2: Cognitive & Emotional Development

**Schema:** Conceptual Framework a person uses to make sense of the world

**Assimilation:** The process of fitting objects and experiences into one's schemas

**Accommodation:** The adjustment of one's schemas to include newly observed events/experiences

**Object permanence:** The child's realization that an object exists even though they cannot see or touch it

**Representational thought:** the intellectual ability of a child to picture something in his/her mind





**Conservation:** the principle that a given quantity does not change when its appearance is changed

**Egocentric:** the inability to understand another child's perspective

**Imprinting:** inherited tendencies or responses that are displayed by new born animals when they encounter new stimuli in their environment

**Critical period:** a specific time in development when certain skills or abilities are most easily learned

Piagets Four Stages Of Cognitive Development		
Sensorimotor	Birth-2 years	Behavior consists of simple motor responses to sensory stimuli; lacks concept of object permanence
Preoperational	2-7 years	Lacks operations; exhibits egocentric thinking; lacks concept of conservation; uses symbols to solve simple problems or 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.

Type of conservation	First example	Second example	Child is asked...
length	 Child agrees that sticks are the same length	 The experiment moves one stick over	Which stick is longer?
Substance amount	 The child acknowledges that both balls of clay have equal amounts	 The experiment rolls out one of the balls of clay	Do the two pieces of clay have the same amount?

*Answers to Example Questions*

1. Which Stick is longer?

**A preconserving** child will say that one stick is longer

**A conserving** child will say that they are the same length

2. Do the two pieces of clay have the same amount?

**Preconserving** child will say that the long piece has more clay

**Conserving** child will say that the two pieces of clay have the same amount