**CNL-518 Topic 1: Piaget's Sensorimotor and Preoperational Cognitive Development Stages**

**Directions:** Provide an overview of the significant developments in a child related to each stage of Piaget’s sensorimotor and preoperational stages. Complete each section of the matrix for the stages listed below. Describe the significant developments and provide an example, using complete sentences, with the information gleaned from your analysis. Include scholarly references as appropriate using in-text citations and the reference list on page 2.

**Table 1: Sensorimotor Thinking**

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| **Stage of Sensorimotor Thinking** | **Significant Developments (50-100 words per stage )** | **Example** |
| Adapting to and Exploration of Environment | Newborns tend to adapt to their environment by mimicking what they have seen other people do which shows the exploration of their environment (Kail & Cavanaugh, 2019). This is often on one the ways parents interact with their kids by teaching them to follow the leader essentially. It is a chance for the parents to lead by teaching and a time to bond with the newborn and this would be in that 4-month age range. | An example of this would be the parents and siblings if there are any, showing the child different body parts. Having the newborn touch their ears while saying the word, having them touch their mouth by saying the word associated and by touching their nose by saying the word or even making a sound. This is then followed-up by saying the word they tried to teach them and seeing if they would remember to point to that area. |
| Understanding Objects | With children from birth to roughly 2 years of age, newborns can acknowledge that objects have existence (Scott & Cogburn, 2023). Children begin to interact with objects and have an understanding when something is no longer there, and they tend to have emotions that are connected to the object. | An example of this would be a child bonding with their dad daily. When this becomes a habit, and they spend insurmountable amounts of time with this person, there is an attachment that is developed. The dad however has used up his maternity leave from work and must go back to work. The child notices that dad is no longer there and begins to get sad and even cry because the object/person they were connected to is no longer there. |
| Using Symbols | Words and gestures are natural ways for a child to communicate when they haven’t developed the verbal skills yet. Words and gestures are symbols that stand for something else (Kail & Cavanaugh, 2019). A gesture that could be an annoyance would be crying when the baby needs a diaper change, want mile, or wants to be held or rocked. While they are annoying if prolonged and hard to figure out, this is their way of communicating that something isn’t right in their world. | An example of this would be a child trying to communicate they are hungry or thirsty. When you take a child with you to get their milk or a snack, they are watching where you go. To give a gesture and even words, they will point at the refrigerator or the cabinet where they have seen you get things from that they like. |

**Table 2: Preoperational Thinking**

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| **Stage of Preoperational Thinking** | **Significant Developments**  **(50-100 words per stage)** | **Example** |
| Egocentrism | This stage ranges from ages 2-6 years of age. This is the stage where children began to think only of what they see and that is the only way of seeing the world. When a child can use mental representations such as symbolic thought and language (Malik & Marwaha, 2023). | An example of this would be a parent talking on the phone with their mother and the child knowing it’s their pop pop on the phone. When mom tells the child that he says hi, the child then waves at the phone as if his pop pop could see the child. In their mind, with it being egocentric in this stage their reality is that they were seen when they waved. |
| Centration | Centration is another form of a child having a one-tracked mind and believe what is right in front of them. They often concentrate on one part of the problem and not the side of it (Kail & Cavanaugh, 2019). The reason being, it’s hard to rationalize reality when it looks different contingent upon what it’s placed in. | An example of this would be someone asking the child if the pound of bricks in front of them is heavier than the pound of feathers. Because they have tunnel vision and logical sense would say that the pound of bricks is heavier because feathers are light. They both weigh a pound regardless of the object which could be tricky for the mind at this stage of development. |
| Appearance as Reality | Children often time believe appearance is real because they don’t have the mental fortitude at 3 years of age to tell the difference. Young children sometimes seem unable to understand appearance-reality dissociation (Deak, 2006). The phrase “seeing is believing” is relevant in this stage of development because though someone may not be what they seem to be, a child can only see it for what it really is right in front of them. | An example of this would be a cake that is shaped like a purse or a ball. Kids have associated what something looks like and have common knowledge of objects. When these objects are placed away from them, and they are asked what they are they will automatically assume it’s a ball or a purse because of how it looks aesthetically. When they get up to it and have an opportunity to smash the cake, they will then see that it wasn’t reality though it looked real. |

References

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