



# Module 4 Child cognitive development

## According to Jean Piaget

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DATE



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## TOPIC

**This material deals with the physical, cognitive, emotional, and social characteristics of children 0-7 years of age**

# The 6 Stages of Play



## Unoccupied Play

0-3 months

When baby is making movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.



## Solitary Play

0-2 years

When a child plays alone and are not interested in playing with others quite yet.



## Spectator/Onlooker Behavior

2 years

When a child watches and observes other children playing but will not play with them.



## Parallel Play

2+ years

When a child plays alongside or near to others but does not play with them.



## Associate Play

3-4 years

When a child starts to interact with others during play, but there is not much cooperation required.  
*For example, kids playing on the playground but doing different things.*



## Cooperative Play

4+ years

When a child plays with others and has interest in both the activity and other children involved in playing.



# OBJECTIVES

- Understanding of different stages of development of children
- Understanding and being aware of development milestones your child is achieving.
- Better understanding of your child.





## SENSORIMOTOR STAGE

“Your child first year in this real world”

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The sensorimotor stage can be divided into 6 stages:

- Reflex (0-1 months)
- Primary Circular Reactions (1-4 months)
- Secondary Circular Reactions (4-8 months)
- Coordination of Reactions (8-12 months)
- Tertiary Circular Reactions (12-18 months)
- Early Representational Thought (18-24 months)



## REFLEX (0-1 months)

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The child starts to connect with its environment through its reflexes, these reflexes are mainly:

- Looking
- Sucking

The three main objectives that Jean Piaget mentioned are closing of hand, following moving objects and the sucking of objects.



## **PRIMARY CIRCULAR REACTIONS (1-4 months)**

“The child is discovering the world and its self”

During this stage the child will start to discover actions that it finds pleasurable and repeating them. The change from the reflex stage is that the child does those things intentionally.

Hallmarks of the stage are:

- Wiggling their fingers
- Kicking their legs
- Sucking their thumbs

# SECONDARY CIRCULAR REACTIONS (4-8 months)



*The child should start to interact with its environment*

In this stage the child begins to be interactive with objects in its environment . First these interactions are not deliberate but then become more deliberate and repeated activities.

The child becomes more and more active and engaged throughout this stage, and enjoys making things happen in its environment.





## COORDINATING SECONDARY CIRCULAR REACTIONS (8-12 months)

In this stage your child begins to plan and coordinate actions, for example finding the object they are looking for or crawling to retrieve a toy from across the room.

During this stage your child may also:

- Enjoy simple games
- Start to understand words, respond to them or repeat them
- Turn and look when they hear something





## TERTIARY CIRCULAR REACTIONS (12-18 months)

In this stage the child has begun exploring the world around it. During this stage the now toddler enjoys taking things apart and testing its environment.

The child may be able to respond and follow simple directions and use phrases, as well as taking a liking to listening to certain stories, books or music.

# SENSORIMOTOR STAGE OF COGNITIVE DEVELOPMENT

1. Primary circular reactions (1-4 months) begins to repeat pleasurable actions.
2. Secondary circular reactions (4-12 months) intentionally repeats action to trigger a response, like the rattle.
3. Tertiary circular reactions (12-18 months) trial and error reactions.







# EARLY REPRESENTATIONAL THOUGHT (18-24 months)

At this stage the child has begun to recognize symbols and connect them, for example a toy phone connection to a phone.

The child is also capable to think about the world around. They now understand that things exist even though they cannot see them.

At this stage the vocabulary should be increasing significantly.







# Most children will develop these skills before the age of 1 years old:

- Look and identify where a sound is coming from
- Look where you point
- Say “do-da” and “mo-ma” to mom and dad
- Respond to their name most of the time
- Babble with intonation
- Say at least one word
- Wave goodbye
- Take turns in “talking” with you
- Point to an item they want that are out of reach, and make a sound while pointing.



# Most children will develop these skills before the age of 2 years old:

- Point to many body parts and common objects
- be able to say about 50 to 100 words
- Be understood by others
- Point to some pictures in books
- Enjoy pretending (cooking, cleaning etc.)
- Bring things to show you
- Follow 1 step commands without a gesture
- Say several 2 word sentences and phrases
- Point to objects to name them

# PLAY WITH YOUR CHILD

## Objective performance play

*Playing games like hide and seek and peekaboo can help your child develop their understanding of object performance through games, as well as learning cause and effect.*

For babies you can take your hands or a cloth and put over your face. If the child is old enough let it take the cloth away revealing your face.

With toddlers you can play hide and seek, for example by hiding behind a door, a chair or somewhere they can find you easily. Call to them and clap when they find you and encourage them to hide themselves.







# FUN AND PLAY

## Tactile Play

*Letting your child play with substances they can manipulate helps them to learn about new sensations and develop their motor skills and creativity.*

Encourage your child to play with play dough, finger paint, water or foam balls.

Play together with with a large empty bowl, small cup and water, moving it around.



## PREOPERATIONAL STAGE 2-7 YEARS OF AGE

*"when your baby becomes a child"*

During this stage in life children begin to engage more in symbolic play and learn to manipulate object, for example using a broomstick as an horse. Language plays a big part at this stage and children develop their language skills.

Children at this stage however are not able to use concrete logic, and are not able to understand other people's point of view, that is they don't understand that other individuals can see the world different from them.



# CENTRATION AND CONSERVATION

Your child may have a tendency to only focus on one aspect of a situation at one time. When your child develop the skill to focus on more than one aspect of a situation they have an ability to decentre.

*Example of this is when a child has two glasses, one is higher but the other one is wider, but the child can only focus on the height when evaluating witch one is bigger, as it is only able to focus on one factor at a time.*





# ECOCENTRISM

Up until the age of 4 your child is only able to think of one thing, themselves.

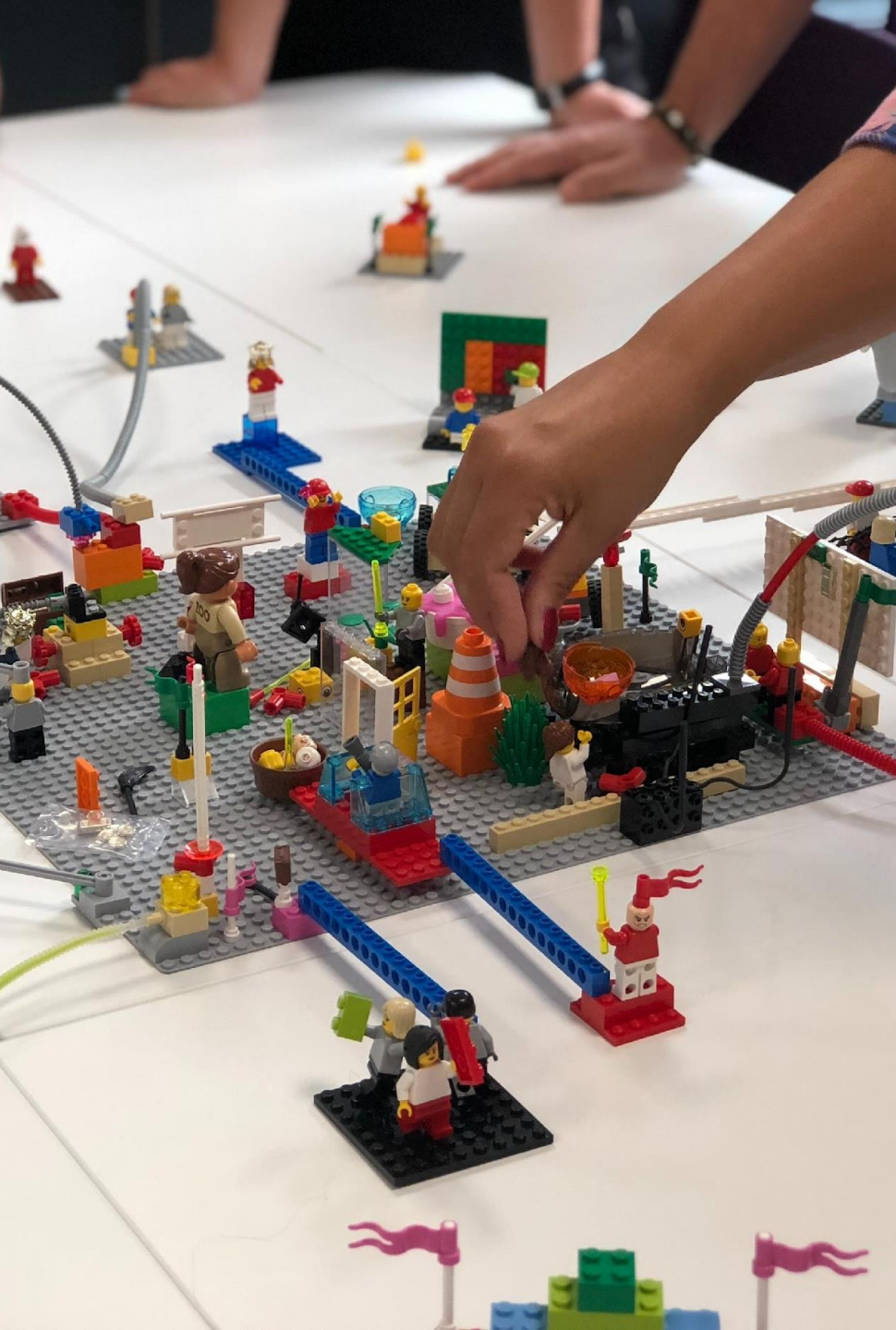
- This means that the child assumes that you hear, see and feel the same way as they do. However the child starts to develop the ability to understand other people's point of view around the age of 4.





# SYMBOLIC REPRESENTATION

During this stage your child will begin to use symbolic material to represent something else, for example children using clay or legos to represent planes, house and so forth in their play.







# SYMBOLIC REPRESENTATION

Research has shown that the complexity of the child's construction can be an indicator of their symbolic system. For example, a younger child who is asked to build a house out of legos will make a simple design, while an older child will make a more complicated design.

The children symbolic representation can then be a good indicator of the child's development.





# ANIMISM

During this time your child will go through few stages of animism. Animism is attributing lifelike qualities to objects.

This is for example believing that the teddy bear is alive, or that the chair that fell down and hit you is mean and so forth. This is mostly during the age of 2, and children seldom refer objects as alive after the age of 3.

# FOUR STAGES OF ANIMISM



1. The child considers anything that is in any way active to be alive
2. The child attributes consciousness and life to anything that moves
3. The child considers everything that moves on its own alive, otherwise not.
4. The child considers only humans, animals and plants alive.



# PLAY

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At the beginning of the preoperational stage your child may only play beside other children, while not engaging in play with them. However, play will go through a lot of changes, and during this stage the child will find its voice as a tool to socialize and start to engage in play with other children and grownups.

Later during this stage the children often like to engage in pretend play, with playing mom, dad, doctors and so forth.







# CONSTRUCTIVE PLAY

Constructive play is when children manipulate objects to create something. It allows children to make sense of their world and it is important as children develop; their imagination, problem-solving skills, fine motor skills and their self-esteem.





# TOYS FOR THIS STAGE

- Dolls
- Action figure
- Dress-up clothes
- Small world toys – items to build their own world
- Building blocks and construction set
- Crayons, markers, pens, pencils, and paper to draw on
- Picture books and some board books while they are toddlers.







# WHAT GAMES TO PLAY WITH YOUR CHILD



- Role play is a good game to help your child overcome egocentrism, by putting themselves in someone else's shoes.
- Letting your child play with materials that can change shape can help your child start to understand Conservation, with the material in the same quantity being able to be many shapes.
- Develop your child symbolic representation by having them roll out clay into shapes or letters.





# LANGUAGE AND COGNITIVE MILESTONES 2-3 YEAR OLD

- Notices other children and joins them in play
- Uses symbolic play, like uses a block as a car
- Recognises and identifies common objects and pictures
- Talks with you in conversation using at least two back and fourth exchanges.
- Builds tower of five to seven objects
- Engages in make-believe and pretend play
- Talks well enough for others to understand most of the time
- Follow two or three part commands
- Recognises similarities differences



# LANGUAGE AND COGNITIVE MILESTONES 4-5 YEAR OLD



- Counts to 10 or more objects
- Correctly name at least four colours and three shapes
- Recognise some letters and possibly write their name
- Better understand the concept of time and order of daily activities
- Enjoy pretending (cooking, cleaning etc.)
- Bring things to show you
- Use future tense
- Follow two to three part commands
- Understand everyday things like food and money

# LANGUAGE AND COGNITIVE MILESTONES 6-7 YEAR OLD



Telling



Time

- Use vocabulary of several thousand words
- Demonstrates a longer attention span
- Logical thinking and is thoughtful and reflective
- Is able to understand reasoning and make the right decision
- Can tell time; knows the days, months and seasons
- Can describe points of similarity between two objects
- Understands that letters represent sounds that form words
- Able to solve more complex problems than before
- Has developed self-awareness