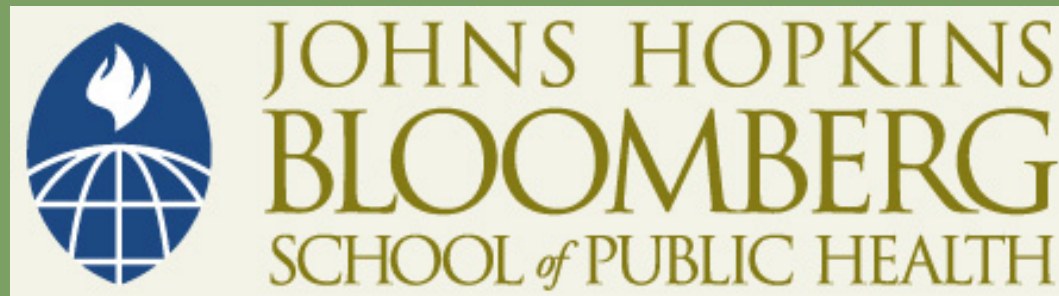


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Cognitive, Moral, and Social Development in Childhood, Part I

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Section A

Overview

Overview

- Cognitive development theories
- Social emotional development theories
- Moral development theories
- How parenting styles impact development
- Stages of abnormal behavioral development
- Interventions that work at ...
 - Promoting positive cognitive, social, and emotional development
 - Preventing a negative behavioral trajectory

Stage Theories

- **Cognitive development:** a continuum from exploring the senses to concrete reasoning to abstract reasoning
- **Social/emotional development:** from egocentric to other-directed
- **Moral development:** from egocentric to conventional to principled reasoning

Cognitive Development



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Cognitive Development Emerges From ...

- **Phylogeny:** the genetically based process of human evolution
- **Culture:** the socially inherited body of past human behavioral patterns that help the child find his way in the current social environment
- **Ontogeny:** the child's experiences in the environment interacts with genetics and cultural backdrop as a dynamic force in learning

Historical View on Cognitive Development

- **Until the mid 20th century:** infants born with rudimentary skills and learn through feedback
- **Current view:** infants are born with brain power to perceive and learn by engaging their environment
- All children pass through stages of cognitive development, each stage building on the previous
- ***The current view is that children are active learners at all stages of life***

Jean Piaget's Stages of Cognition

- Each stage represents a **qualitatively different way of thinking**
- Each stage is a **structured whole**
- Development progresses in an **invariant sequence**
- Characterized as **hierarchic integrations**
- **Universal and cross-culturally true**

How Development Evolves

- Children actively construct knowledge
- You can't teach "giftedness," but you can "retard" development through lack of stimulation

How Cognition Evolves

- **Piaget's equilibration model:** the child takes one view, becomes confused by discrepant information, and then resolves confusion by forming a more advanced and comprehensive position

- **The steps: adaptation and organization**
 - Adaptation: an individual moves from one stage to the next through direct interaction with the environment
 - ▶ Accommodation
 - ▶ Assimilation
 - ▶ Equilibration
 - Organization

Piaget's Stages of Cognitive Development

- Sensorimotor: birth to 2 years of age
- Preoperational: from 2 to 7 years
- Concrete operations: from 7 to 12 years
- Formal operations: adolescence to adulthood

Sensorimotor Stage: Birth to 2 Years

- Knowledge acquired and structured through sensory perception and motor activity. Focus is on action, not symbols (e.g., words).
- Coordination and integration of reflex actions into more complex motor schemes
- **Goal-directed** or intentional behavior emerges
- Early ability to create **mental representation** (real cookie is different than toy cookie)

Pre-operational Stage: Ages 2 to 7

- **Language emerges** and the child learns to *mentally represent objects and people* with symbols, such as words. Words are used to communicate. Rules begin to represent how to reach a goal.
- Child is limited by inability to perform operations—organized, formal, logical mental processes
- Conservation tasks—by end of stage, objects and rules are conserved in differing forms, times, and places

Concrete Operational Stage: Ages 7 to 12

- Apply logical operations only to concrete information and not abstract ideas
- **Decentering:** ability to take multiple aspects of a situation into account (i.e., less egocentrism)
- **Reversibility:** ability to go through series of steps in problem solving, then reverse the direction to the starting point
- Understand classification hierarchies

Concrete Operations Stage (cont.)

- **Seriation:** ability to order items along quantitative dimensions (such as length or weight)
- **Knowledge is logical, but black and white,** right or wrong
- **Self-concept emerges:** awareness of self as distinct from others; view of self becomes increasingly differentiated
- Shift from concrete descriptors to more abstract

Piaget YouTube Video

- <http://www.youtube.com/watch?v=B65EJ6gMmA4>

Piaget - Conservacoes

pauloslomp 77 videos



0:00 / 3:12 240p

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Uploaded by pauloslomp on Oct 30, 2007

Piaget - Conservacoes

What Operations Did We See?

- Conservation
- Seriation
- Any others?

Concrete to Formal Operations

- The *transition* from concrete to formal operations causes internal conflict
- Thinking less absolute, more grays, and multiple ideas
- Confusion leads to frustration and anger
- Focus on thinking about thinking (reflective thought)

Formal Operational Stage

- Knowledge structured symbolically and logically
- Ability to view multiple sides of a problem (perspective taking)
- Hypothetical/deductive reasoning
- Problem solving can involve multiple steps, and teens can consider the positive and negative effects of their choices
- Can “think outside the box,” showing ingenuity
- Make decisions based on metacognition or think about thinking from multiple perspectives

Problem Solving at Each Stage

- Problem: Child wants to eat the fresh, warm homemade cookies. Mom says that the cookies are for company so do not eat them.
- Preoperational: Rule applies only when rule maker is present. “My hand knew how hungry my tummy is. My hand reached out and took the cookie. It’s my hand’s fault.”
- Concrete: Black/white/egocentric. “As long as I put a granola bar in its place, I can take the homemade cookie.”

Transition to Formal Operations

- Transition to formal operations: “Mom’s not here; I took the cookie because my friend is here and he is ‘company’, too. She didn’t say which company she means.”
- Formal operations: “Mom made this rule because she is keeping the cookies for a special occasion. I can find a different snack.”