

**PsychSim 5: COGNITIVE DEVELOPMENT****Name:** \_\_\_\_\_**Section:** \_\_\_\_\_**Date:** \_\_\_\_\_

This activity describes Piaget's theory of the growth of intelligence and simulates the performance of three children of different ages on some of Piaget's tasks.

**Schemas**

- What are schemas?
  
- Explain the difference between assimilation and accommodation.
  
- Suppose that a 15-month-old toddler has learned to call the four-legged house pet a "doggie." What do you think would happen if the child sees a horse for the first time? Is the child likely to call the horse a "horsie" or a "doggie" or a "doggie-horse" or some other term? Write your best guess in the space below, and add a sentence explaining why you think the child would use that term to refer to the horse.

**Stages of Development**

- What are some characteristics of a child in the sensorimotor stage of development? What is object permanence?
  
- What are some cognitive limitations of preschoolers? What is egocentrism?
  
- A child in the concrete operations stage can reason differently than can a child in the sensorimotor stage. For example, if shown two identical balls of clay, one of which has been rolled into a rope, an older child (in the concrete operational period) might decide that the ball and the rope both have the same amount of clay. What kinds of reasoning do you think the older child might use to draw that conclusion?

### **Measures of Mental Operations**

- What are some differences in mental operations among the three children in the conservation of number/checkers task?
  
- What are some differences in mental operations among the three children in the conservation of liquid/water glass task?
  
- What are some differences in mental operations among the three children in the seriation/sticks task?
  
- What are some differences in mental operations among the three children in the seriation without visible objects/word problem task?