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You have 25 minutes to (1) develop and model a rubric to guide your response and to (2) answer the following question. It is not enough to answer the question by merely listing facts. You should present a cogent argument based on your critical analysis of the questions posed, using appropriate psychological terminology.

Aricely is 4 years old and is just getting ready to enter kindergarten. Piaget would describe her as being in the Preoperational Cognitive Developmental stage. For each of the following concepts, **describe a specific example that clearly demonstrates an understanding of whether or not** each concept can be considered a **part of this stage**. Each example must **include an explanation of the relationship** between the concept and the cognitive stage.

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| <ul style="list-style-type: none"> • Conservation • Lack of Object Permanence • Moral Reasoning • Egocentrism | <ul style="list-style-type: none"> • Habituation • Math Transformations • Stranger Anxiety • Attachment |
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Term	Stage associated with	Describe term/context	Examples
<ul style="list-style-type: none"> • Conservation p. 93 	Concrete Operational [7 to 11 years]	The principle that quantity remains the same despite changes in shape	At 4-years old, the child only focuses on the height dimension & is incapable of performing the <i>operation</i> of the change of shape
<ul style="list-style-type: none"> • Lack of Object Permanence p. 90 	Sensorimotor [birth to 2 years]	An awareness that objects continue to exist when no longer perceived/seen [Out of sight, out of mind]	By 8 months, infants begin to exhibit memory for things no longer seen
<ul style="list-style-type: none"> • Moral Reasoning p. 89, 94 	Formal Operational [12 to adult]	Capable of solving hypothetical propositions and deducing <u>consequences</u> .	By 12, reasoning expands from the purely concrete [involving actual experience] to encompass abstract thinking [involving imagined realities and symbols].
<ul style="list-style-type: none"> • Egocentrism p. 92 	Preoperational [2 to 6 years]	Unable to take another's point of view; you see what they see.	Cannot perceive things from another point of view; 4-yr olds will adjust their explanations to make something clearer to another; they right at the cusp.
<ul style="list-style-type: none"> • Habituation p. 91 	Sensorimotor [birth to 2 years]	Decreasing responsiveness with repeated stimulus. Connected with infancy because until the 1980's, researchers thought a newborn's brain too immature.	A simple form of learning, this seeming boredom with familiar stimuli provides a way to assess what infants see and remember
<ul style="list-style-type: none"> • Math Transformations p. 94 	Concrete Operational [7 to 11 years]	Recognition that subtraction is the reverse of addition.	During this stage, children gain the mental ability to comprehend mathematical transformations and conservation
<ul style="list-style-type: none"> • Stranger Anxiety p. 95 	Sensorimotor [birth to 2 years]	Simultaneously, with object permanence emerges a fear of strangers	After 8 months, children have schema for familiar faces; when they cannot assimilate a new face into this schema, they become distressed.
<ul style="list-style-type: none"> • Attachment p. 96, 99 	Sensorimotor [birth to 2 years]	. An emotional tie with another person; shown in young children by their seeking closeness to the caregiver and distress at separation.	Soufre identified infants who were securely attached by 12 to 18 months. Erikson said that securely attached children approached life with a basic trust