

Child Visit

Psychology 100

We are fortunate to have our guest visit with us today. You will watch as the child is asked to participate in play-like activities that illustrate Piaget's stages of cognitive development. It is not a test and does not diagnose any developmental issues. The demonstrations are based on what Piaget believed to be present in children of specific ages based on his work and observations of his own children. To help get the most of the time together here is brief introduction into what you will observe. As you observe think about what Piaget thought would happen with a child of this age. What do you think is going on in each demonstration? How might you explain your observations?

Introductory Observation:

The class is not a natural situation for the child. Act as you normally would in class or as you would in a social setting attended by a small child. Notice how the child reacts to this environment. It is possible that this classroom situation may artificially influence the child's behavior since this is not a controlled environment.

Attachment:

Is the relationship with the primary caretaker.

What relationship do you notice between child and parent?

How does the child respond to the invitation to participate in the demonstrations?

How does the child respond if the parent moves away from him/her during the demonstration?

Temperament:

Is a predisposition of emotional reactions to the world and considered rudimentary beginnings of personality.

How does the child respond to the demonstrations? Interested and engaging? Reluctant or withdrawn?

Demonstration Tasks:

1. *Colored Spools* – Object transformation, rotation and reversibility. Can the child predict which color will emerge first?
2. *Topological or Euclidian Space* – Can the child accurately reproduce both the figure and the relative relationships between the objects?
3. *One For One Exchange* – Equivalence of corresponding sets. Can the child establish equivalence between two different sets of objects and then conserve that property as the objects change position?
4. *Term to Term Correspondence* – Can the child establish equivalence between two similar sets of objects and then conserve that property as the objects change position?
5. *Conservation of Length* – Can the child establish equivalence between sets of objects of differing length? Can the child then conserve the property of length equivalence when the dowels change relative position?
6. *Conservation of Liquids* – Can the establish equivalence of volume and maintain the equivalence when the physical dimensions of the liquid change.
7. *Spatial Coordinates* – Using a bottle of water and then rotating the bottle noticing the properties of the liquid will the child be able to reproduce the water as it would appear if the bottle was in different positions.
8. *Relationships* – Brothers and sisters, can the child understand the properties of relationships when asked to take another's perspective.
9. *Serialization* – Can the child understand the concepts of serialization and arrange lengths in ascending order.
10. *Relationships* – Can the child understand left and right relationships from different points of view