Chapter 2
Piaget's Theory on the Stages of Cognitive Development
Stage 1: **Sensory Moto**r (birth-2)
- Reflexes

Stage 2: **Pre-Operational Stage** (age 2-7)
- Transduction Reasoning
- Counting on objects and fingers

Stage 3: **Concrete Operations** (age 6-12)
- Use deductive reasoning
- Conservation
- See things being concrete in thinking
- **Assimilation**: Apply ideas in the schema they already have (dog & cat)
- True learning takes place in **Accomodation**: Adds new information into pre-existing schemas

Stage 4: **Formal Operations** (age 12+)
- Kids start thinking abstractly
- **Hypothesis testing**: Separation and control of variables
- Experimenting
- Formal operational egocentrism (*reference sage 2*)
  - Solving a problem obviously - this is why they think adults are stupid
  - If we did [blank] then [blank] would happen
  - More abstract and Critical Thinking
  - Optimism vs. Realism
  - Contrary-to-fact ideas

Criticism of Piaget: He underestimated young children's abilities and overestimated adolescents' abilities. He Underestimated the influence of prior knowledge and experience, including culture and social interaction. May have been wrong in his emphasis on discrete stages, and the ages are debated, but the sequence is supported. Teaching promotes earlier acquisition of reasoning abilities.

Educational Implications of Piaget's Theory:
- Promote Critical Thinking (Formal Operational Thinking)
- Use Elaboration more than Acceleration
  - **Acceleration** - In some situations, like math, acceleration is okay
  - **Elaboration** - expanding on ideas
- Use practical learning in real-world settings
- Take advantage of children's intrinsic motivation
- Promote active discovery over passive reception

Lev Vygotsky's Sociocultural Theory of Cognitive Theory
(SOCIAL INTERACTION)
Most things are common sense, but he put structure and names to it. Good to run your classroom this way.

Learning impacts development. Learning skills can hasten development, like in math. Children construct knowledge. Learning can lead development. Language plays a central role in mental development.

How and what we think relates to culture. Reminds us of the processes children need to regulate their internal and external learning. **We learn by interacting with others in our culture**.

Culture: A combination of shared beliefs, customs, traditions, social norms, and values within a group of people.
- Content/Knowledge
- Procedures/Means of Thinking

Social Interaction
- Class discussion
- Cooperative learning
- Peer tutoring

Language - Communication leads to thinking
- Early on is external
- Thought and language are increasingly interdependent

Internalization
- Gradual evolution of external, social activities into internal, mental activities
  - **Egocentric speech**
- Knowledge (content) and tools of thought (processes) that first exist outside the child
- **Example**: An adult talks through the activity while leading an example, then kids talk outloud (egocentric speech) to themselves, and they practice the steps.

Zone of Proximal Development (ZPD): If I give a child a little help, what can they do - give opportunities to do more things
1. Tasks the learner can do independently (**Actual Level**)
   - **Comfortable** - kids have mastered tasks
2. Tasks the learner cannot do independently but can with guidance and encouragement (**Potential level**)
   - **Challenging** - where the most development/growth happens
3. Tasks the learner cannot do even with help (**Waste of time**)
   - **Frustrating** - will give up

Differentiating Teaching - teaching gifted kids as well as kids with disabilities.
- Give options of learning and completing tasks to complete a goal
  - Make a classroom environment and lessons that will reach all students.
  - Planning, regulated learning, having a goal **to engage in learning**

How to help kids work within their zones:
Scaffolding
- Adjusting level of support to sutdent's developmental level
- Provide sufficient challenge

Ways to scaffold (*tutoring children is scaffolding*)
- Visual Aids (diagrams, images)
- Graphic Organizers
- Small Group/Partner Work
- Modeling/Gestures
- Story Starters

Cognitive Tools (think Pi)
- Words, concepts, tools
- Make tasks easier/efficient

- Mental math calculations, study strategies, note-taking
  - Example: Math - knowing multiplication tables will make division easier

Educational Implications of Vygotsky's Theory
- School learning should match "real world" learning
- Consider potential development when assessing learning
- Emphasizing interactions between learns and tasks
- Use ZPD to guide lesson planning
- Use Scaffolding to promote ongoing development and learning

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Chapter 3 Personal and Social Development

Personal Development
- Personality traits
- Understanding of self as individual

Social Development
- Our understanding of others
- Social skills
- Interpersonal relationships
- Internalization of standards for behavior

At-Risk; Lose out on social opportunities
- "Rejected Students" - have a hard time interacting with others
- "Neglected Students" - are left out of larger groups

Schools shape individual traits in people that they may not have developed on their own.
The size of a school can make a difference: Larger schools may make kids feel lost.
Promote optimal experiences for kids.

Personality Development
Personality = Biology + Environment

Nature - Personality Development: Biology. Temperament and Personality.

Temperaments
Impact our day-to-day life. We respond differently to different personalities.
- How we generally respond to the world (our physical and social environments)
- Genetically based
- Relatively stable across lifespan ~age 3
- "Emotional Responsiveness"
- "Behavioral Style"

Temperament Traits: Activity level; Identify different dimensions (traits) of temperament
We all have every trait, but at different degrees
Elements: Attention span, Distractibility, Intensity, Persistence, Reactivity, Sensory Threshold.

- **Reactivity** - being angry; it's a temperament trait. It makes it difficult because the slightest thing will cause a child to lash out. *High in **Intensity** and **Reactivity**.
- **Withdrawn** - shy / scared; temperament trait.
- **Intensity** - the strength of the reaction (overreaction)
- **Sensory Threshold** - Reflects the amount of sensory stimulation we can handle without getting stressed; Kids with **autism** have difficulty managing a lot of sensory stimulation (*low sensory threshold*).

Personality

Traits: "OCEAN" *We all have every trait, but at different degrees*
- **Openness** - Curious, original, intellectional, creative, and open to new ideas
- **Conscientiousness** - Organized, systematic, punctual, achievement, oriented, and dependable
- **Extraversion** - Outgoing, talkative, sociable, and enjoys being in social situations
- **Agreeableness** - Affable, tolerant, sensitive, trusting, kind, and warm
- **Neuroticism** - Anxious, irritable, temperamental, and moody

"*Goodness of Fit*"
How do my individual traits fit into your expectations?
Individual: Temperament/Personality, Motivation, Intelligence/Abilities
Demands & Expectations of the Environment: Physical/Setting Char., Others' values and attitudes, Others' characteristics; Children don't have a choice - they have to stay in the classroom. *One child may be more comfortable around one teacher than another*.

How to accomodate kids' temperaments:
What could you do to work with a child with
- High energy levels (activity)?
- Shyness (approach)?
- Highly sociable?
- Low adaptability to new circumstances?Overwhelmed by noisy or chaotic situations (low sensory threshold)
- *When children change seats periodically it improves their behavior / education

Parenting Styles (Environment) by Diana Baumrind
Typical patterns of the ways they interact with children; The prevailing strategies parents use to raise their children; The way the parents/teachers interact with the kids.
- **Attachment** - Strong, affectionate bond (*reference Ericson's Theory*)
- **Three dimensions of parenting styles**:
  - **Permissive**: Low in Control, strictness and High in Responsiveness.
    - "You're the boss"; Indulgent, Low expectations, Lenient, Accepting.
  - **Authoritative**: High in Responsiveness and High in Demandingness.
    - "Let's talk about it"; Clear standards, Democratic, High expectations, understanding.
    - You can use this in the classroom.
  - **Authoritarian**: High in Demandingness and Low in Warmth.
    - Ridgid on rules and have high expectations, do not involve kids in decision making, Dictator; "Because I said so!"

- - **Uninvolved**: Low in Control and strictness and Low in Warmth.
    - Typically low-income, low time, passive, neglectful; "You're on your own"

Children may be these ways:
- **Permissive**: Selfish, Unmotivated, Dependent, Demanding Attention, Disobedient, Impulsive
- **Uninvolved**: Disobedient, Demanding, Low self-control, Low frustration tolerance, Lack long-term goals
- **Authoritarian**: Unhappy, Anxious, Low self-confidence, Dependent, Poor social skills, Coercive, Defiant
- **Authoritative**: Happy, Self-Confident, Curious, Independent / Self-Reliant, Likable / Social Skills, Respectful, Academic Success

What makes Authoritative Parents Effective?
- Models positive social behaviors
- Respond in developmentally appropriate ways
- Promote independence
- Exert fair and reasonable control

Helicopter Parenting: A lack of self-regulation when kids go into college.

Developing a Sense of Self: Perceptions, beliefs, judgements, and feelings about who you are as a person; am I kind, do I get angry
- **Self-Concept**: Self, personality, strengths/weaknesses (understanding of ourselves)
- **Self-Esteem**: (Do I feel valued?)
- **Self-Efficacy**: Our beliefs on whether or not I can achieve goals.
  - Teachers with more self-efficacy likely to try new things in teaching; If low they will be more stressed and the school will have a higher turn-over rate. Takes a while to develop.
  - Drives the choices they make and can change life choices
  - **Categories**:
    - **Academics:** Math, English, Science, etc.
    - **Physical:** Athletics, Physical Appearance
    - **Social:** Fit-in or don't fit-in

Developmental Progression of Sense of Self:
- **Childhood**: Physical, Concrete, Characteristics; Positive sense of self, high self-efficacy
- **Elementary:** More general ("cool"/"Smart"), more advanced in an abstract way, compares to others
- **Early Adolescence**: Abstract traits, self-esteem often drops, Imaginary Audience, Personal Fable
  - **Imaginary Audience**: Feeling that everyone is looking at you; embarrassed
  - **Personal Fable**: *"You can't go to that party"* - *"If I don't go to that party my life is over";* makes kids believe they are invincible
- **Adolescence**: Multifaceted sense of self, Develop a sense of Identity with an abstract understanding of themselves having multiple roles

Erik Erickson's Theory of Psychosocial Development (1950's)
We develop our Psychosocial selves throughout our lifespan.

- **Trust vs. Mistrust** (baby-hood) - "*I'm alright*"
    - Developmental challenges and conflicts:
        - **Adaptive response**, conflict resolved, move to next stage
        - **Maladaptive response**, stuck, future struggles
    - Attachment, Security, Trusting Relationship
- **Autonomy vs. Shame & Doubt** (toddlers) - "*Can I do things for myself?*"
    - Master physical environment
- **Initiative vs. Guilt** - "*Am I good or bad?*"
    - Independence, Responsibility, Planning
- **Industry vs. Inferiority** (school-age) - "*Am I Successful*"
    - Productivity, Academics, Activities, Friends, Kids help kids master challenges
- **Identity vs. Role Confusion** (adolescence) - "*Who am I and where am I going*"
    - Conscious, deliberate search, Vocation, profession, Integrate many roles; Explore the world and try things for development - if you do not there will be "**role confusion**"
- **Intimacy vs. Isolation** (emerging adult / young adult) Finding a partner
- **Generativity vs. Stagnation**
- **Integrity vs. Despair**

Developmental Tasks/Conflicts (new demands)
Conflict: **Adaptive Response** > Conflict Resolved > Move to Next Stage
Conflict: **Maladaptive Response** > Stuck > Future Struggles

Identity vs. Role Confusion in Adolescence (identity develops earlier as we face challenges)
- **Identity** (*if they achieve the sense of who am I and where am I going*)
    - Defining who you are, what you value, and direction in life
    - Commitments to vocation, personal relationships, sexual orientation, ethnic groups, ideals
    - Resolution of "identity crisis" or exploration
- **Role Confusion** (*not goal directed, don't know what they want to do*)
    - Lack of direction and definition of self
    - Restricted exploration in adolescence
    - Earlier psychosocial conflicts not resolved
    - Unprepared for stages of adulthood

Marcia's Identity Statuses
Levels of Exploration and Commitment
- **Identity Achievement** (high exploration and commitment) *healthy rout
    - "I thought about it and I now know what I should do with my life."
- **Identity Moratorium** (high exploration and low commitment) *healthy rout
    - "I'm thinking about what I should do."
- **Identity Foreclosure** (Low exploration and high commitment) *maladaptive
    - "I've made a choice without thinking"
    - Tend to be very yes or no, black-and-white
- **Identity Diffusion** (low exploration and commitment) *maladaptive
    - Don't want to thinkin about things; "*I don't know and I don't care what I'm supposed to do with my life.*"

Lawrence Kohlberg: Moral Reasoning (Theory in the 1950's)

- **Morality**
  - General standards about right and wrong
  - Honesty, fairness, concern for others
- **Prosocial behavior**
  - Aimed at benefiting others more than themselves (cannot when they are younger - egocentrism)
  - Sharing, helping, comforting

Morality
- **Cognitive**: Social understandings, judgments of right or wrong
- **Behavioral**: Acting in accordance with beliefs
- **Emotional**: Empathy, Guilt

Development Trends in Moral Reasoning (through life's stages, ages)
1. Use **Internal Standards** to evaluate behavior; do what you feel is right
2. Respond emotionally to others' harm and distress: **Guilt & shame, empathy & sympathy**
3. Moral & Conventional Transgressions;
   a. **Moral Transgression:** cause damage/harm; violate human rights or principles of equality, freedom, justice
   b. **Conventional Transgressions**: Not unethical but violate common understandings about how one should act
4. Moral reasoning becomes increasingly **abstract**

Kohlberg looked at patterns and trends and saw that certain ages groups would answer a particular way.

Preconventional: Do What's Right [for You] (preschool / elementary)
- Stage 1: Avoidance of punishment (I would cheat if I knew I wouldn't get caught"
- Stage 2: Exchange of Favors (I'll let you copy mine if you do my homework); What's in it for me?

Conventional: Follow the Rules (high school)
- Stage 3: Good Child (I'm not going to tell because I want her to like me); what will please others? There's a law, but accept the penalty for breaking the law to be morally right.
- Stage 4: Law and Order (You can't do that because the teacher said no); The rule says this, that's what happens

Postconventional: Beyond the Rules (rarely before college age)
- Stage 5: Social contract (In this case, the rule may be wrong); reinterpret the laws to be more moral; **advocate for change**
- Stage 6: Universal ethical principle (You shouldn't lie because it violates the Golden Rule); what I do is according to what I believe is right and wrong, not society; **vigilante**

Promoting Moral and Prosocial Development in the Classroom
- **Induction**: Victim-centered approach; promote empathy by asking questions
- Explain why some behaviors are unacceptable - explain and discourage
- Model moral and prosocial behavior
- Incorporate moral issues and dileas into classroom discussions
- Encourage involvement in community service to give perspective on other peoples' lives