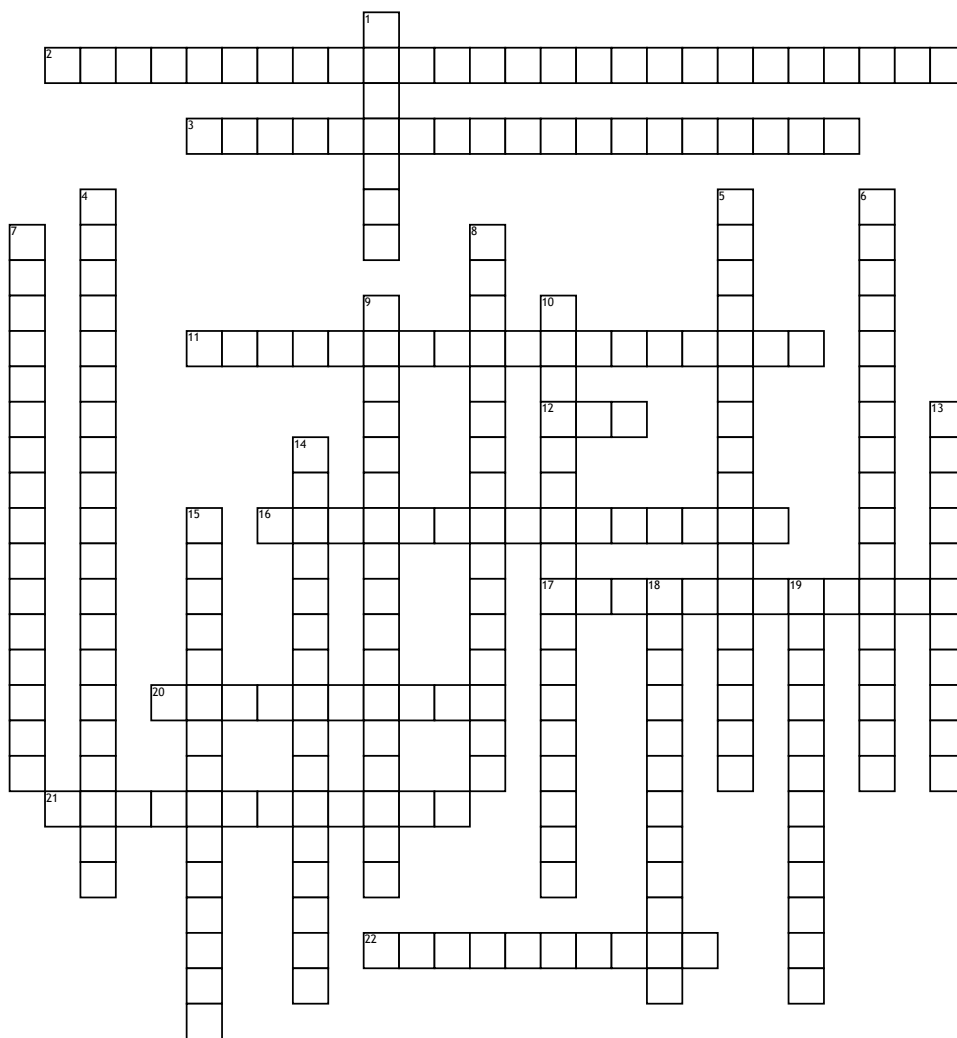


Piaget's Cognitive-Developmental Theory



Across

- 2. Something that those in the pre-operational stage struggle with; the organization of objects into classes and subclasses on the basis of similarities and differences.
- 3. A stage of cognitive development that spans years two to seven of a child's life in which the most obvious change is an extraordinary increase in representational, or symbolic, activity.
- 11. Viewing a symbolic object as both an object in its own right and as a symbol.
- 12. The number of substages experienced throughout the sensorimotor stage.
- 16. An aspect of pre-operational thought; an inability to mentally go through a series of steps in a problem and then reverse direction, returning to the starting point.
- 17. An internal process (apart from the external environment) through which schemes change or are rearranged. In this process, schemes are linked to other schemes, creating a strongly interconnected cognitive system.
- 20. An aspect of pre-operational thought; focusing on one aspect of a situation while neglecting other important features.

- 21. The idea that certain physical characteristics of objects remain the same, even when their outward appearance changes.
 - 22. A process that involves building schemes through direct interaction with the environment.
- Down**
- 1. Specific psychological structures (organized ways to make sense of experience) that change with age.
 - 4. Coordinating schemes deliberately to solve simple problems.
 - 5. The belief that inanimate objects have lifelike qualities, such as thoughts, wishes, feelings, and intentions.
 - 6. The make-believe play with others that is under way by the end of the second year and that increases rapidly in complexity during early childhood.
 - 7. When an infant reaches several times for an object at a first hiding place (A), then sees it moved to a second hiding place (B), but still searches for the object in the first hiding place (A).
 - 8. The understanding that objects continue to exist when they are out of sight.

- 9. The ability to remember and copy the behavior of models who are not present.
- 10. A stage of cognitive development during the first two years of life during which infants and toddlers 'think' with their eyes, ears, and hands.
- 13. Failure to distinguish the symbolic viewpoints of others from one's own.
- 14. A means through which infants develop their first schemes. Occurs when an infant's motor activity leads them to discover a new experience; as the infant tries to repeat the experience again and again, a sensorimotor response that originally occurred by chance strengthens into a new scheme.
- 15. Play in which children act out everyday and imaginary activities.
- 18. An activity complementary to adaptation in which we use our current schemes to interpret the external world.
- 19. An activity complementary to adaptation in which we create new schemes or adjust old ones after noticing that our current ways of thinking do not capture the environment completely.

Word Bank

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|--------------------|----------------------|-----------------------|-----------------------------|
| ASSIMILATION | A NOT B SEARCH ERROR | ANIMISTIC THINKING | HIERARCHICAL CLASSIFICATION |
| SOCIODRAMATIC PLAY | CONSERVATION | EGOCENTRISM | ORGANIZATION |
| CENTRATION | PREOPERATIONAL STAGE | INTENTIONAL BEHAVIOUR | SIX |
| ADAPTATION | SCHEMES | DUAL REPRESENTATION | OBJECT PERMANENCE |
| SENSORIMOTOR STAGE | MAKEBELIEVE PLAY | IRREVERSIBILITY | CIRCULAR REACTION |
| DEFERRED IMITATION | ACCOMODATION | | |