3.6: Piaget and the Sensorimotor Stage

Learning Objectives: Cognitive Development in Infancy and Toddlerhood

- Compare the Piagetian concepts of schema, assimilation, and accommodation
- List and describe the six substages of sensorimotor intelligence
- Describe the characteristics of infant memory
- Describe components and developmental progression of language
- Identify and compare the theories of language

Schema, Assimilation and Accommodation

Piaget believed that we are continuously trying to maintain cognitive equilibrium, or a balance, in what we see and what we know (Piaget, 1954). Children have much more of a challenge in maintaining this balance because they are constantly being confronted with new situations, new words, new objects, etc. All this new information needs to be organized, and a framework for organizing information is referred to as a Schema. Children develop schemata through the processes of assimilation and accommodation.

When faced with something new, a child may demonstrate Assimilation, which is fitting the new information into an existing schema, such as calling all animals with four legs “doggies” because he or she knows the word doggie. Instead of assimilating the information, the child may demonstrate Accommodation, which is expanding the framework of knowledge to accommodate the new situation and thus learning a new word to more accurately name the animal. For example, recognizing that a horse is different than a zebra means the child has accommodated, and now the child has both a zebra schema and a horse schema. Even as adults we continue to try and "make sense" of new situations by determining whether they fit into our old way of thinking (assimilation) or whether we need to modify our thoughts (accommodation).
According to the Piagetian perspective, infants learn about the world primarily through their senses and motor abilities (Harris, 2005). These basic motor and sensory abilities provide the foundation for the cognitive skills that will emerge during the subsequent stages of cognitive development. The first stage of cognitive development is referred to as the Sensorimotor Period and it occurs through six substages. Table 3.2 identifies the ages typically associated with each substage.

Table 3.2 Infant Ages for the Six Substages of the Sensorimotor Period

<table>
<thead>
<tr>
<th>Substage 1</th>
<th>Reflexes (0-1 month)</th>
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<tr>
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<td>Substage 3</td>
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<td>Substage 5</td>
<td>Tertiary Circular Reactions (12-18 months)</td>
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<td>Substage 6</td>
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**Substage 1: Reflexes.** Newborns learn about their world through the use of their reflexes, such as when sucking, reaching, and grasping. Eventually the use of these reflexes becomes more deliberate and purposeful.

**Substage 2: Primary Circular Reactions.** During these next 3 months, the infant begins to actively involve his or her own body in some form of repeated activity. An infant may accidentally engage in a behavior and find it interesting such as making a vocalization. This interest motivates trying to do it again and helps the infant learn a new behavior that originally occurred by chance. The behavior is identified as circular and primary because it centers on the infant's own body.
Substage 3: Secondary Circular Reactions. The infant begins to interact with objects in the environment. At first the infant interacts with objects (e.g., a crib mobile) accidentally, but then these contacts with the objects are deliberate and become a repeated activity. The infant becomes more and more actively engaged in the outside world and takes delight in being able to make things happen. Repeated motion brings particular interest as, for example, the infant is able to bang two lids together from the cupboard when seated on the kitchen floor.

Figure 3.14. Source.

Substage 4: Coordination of Secondary Circular Reactions. The infant combines these basic reflexes and uses planning and coordination to achieve a specific goal. Now the infant can engage in behaviors that others perform and anticipate upcoming events. Perhaps because of continued maturation of the prefrontal cortex, the infant become capable of having a thought and carrying out a planned, goal-directed activity. For example, an infant sees a toy car under the kitchen table and then crawls, reaches, and grabs the toy. The infant is coordinating both internal and external activities to achieve a planned goal.

Substage 5: Tertiary Circular Reactions. The toddler is considered a “little scientist” and begins exploring the world in a trial-and-error manner, using both motor skills and planning abilities. For example, the child might throw her ball down the stairs to see what happens. The toddler’s active engagement in experimentation helps them learn about their world.

Substage 6: Beginning of Representational Thought. The sensorimotor period ends with the appearance of symbolic or representational thought. The toddler now has a basic understanding that objects can be used as symbols. Additionally, the child is able to solve problems using mental strategies, to remember something heard days before and repeat it, and to engage in pretend play. This initial movement from a “hands-on” approach to knowing about the world to the more mental world of substage six marks the transition to preoperational thought.
Development of Object Permanence

A critical milestone during the sensorimotor period is the development of object permanence. Object permanence is the understanding that even if something is out of sight, it still exists (Bogartz, Shinskey, & Schilling, 2000). According to Piaget, young infants do not remember an object after it has been removed from sight. Piaget studied infants’ reactions when a toy was first shown to an infant and then hidden under a blanket. Infants who had already developed object permanence would reach for the hidden toy, indicating that they knew it still existed, whereas infants who had not developed object permanence would appear confused. Piaget emphasizes this construct because it was an objective way for children to demonstrate that they can mentally represent their world. Children have typically acquired this milestone by 8 months. Once toddlers have mastered object permanence, they enjoy games like hide and seek, and they realize that when someone leaves the room they will come back. Toddlers also point to pictures in books and look in appropriate places when you ask them to find objects.

In Piaget’s view, around the same time children develop object permanence, they also begin to exhibit Stranger Anxiety, which is a fear of unfamiliar people (Crain, 2005). Babies may demonstrate this by crying and turning away from a stranger, by clinging to a caregiver, or by attempting to reach their arms toward familiar faces such as parents. Stranger anxiety results when a child is unable to assimilate the stranger into an existing schema; therefore, she can’t predict what her experience with that stranger will be like, which results in a fear response.

Critique of Piaget: Piaget thought that children’s ability to understand objects, such as learning that a rattle makes a noise when shaken, was a cognitive skill that develops slowly as a child matures and interacts with the environment. Today, developmental psychologists think Piaget was incorrect. Researchers have found that even very young children understand objects and how they work long before they have experience with those objects (Baillargeon, 1987; Baillargeon, Li, Gertner, & Wu, 2011). For example, Piaget believed that infants did not fully master object permanence until substage 5 of the sensorimotor period (Thomas, 1979). However, infants seem to be able to recognize that objects have permanence at much younger ages. Diamond (1985) found that infants show earlier knowledge if the waiting period is shorter. At age 6 months, they retrieved the hidden object if their wait for retrieving the object is no longer than 2 seconds, and at 7 months if the wait is no longer than 4 seconds.

Even earlier, children as young as 3 months old demonstrated knowledge of the properties of objects that they had only viewed and did not have prior experience with them. In one study, 3-month-old infants were shown a truck rolling down a
track and behind a screen. The box, which appeared solid but was actually hollow, was placed next to the track. The truck rolled past the box as would be expected. Then the box was placed on the track to block the path of the truck. When the truck was rolled down the track this time, it continued unimpeded. The infants spent significantly more time looking at this impossible event (Figure 3.16). Baillargeon (1987) concluded that they knew solid objects cannot pass through each other. Baillargeon's findings suggest that very young children have an understanding of objects and how they work, which Piaget (1954) would have said is beyond their cognitive abilities due to their limited experiences in the world.

![Figure 3.16 In Baillargeon's (1987) study, infants observed a truck (a) roll down an unobstructed track, (b) roll down an unobstructed track with an obstruction (box) beside it, and (c) roll down and pass through what appeared to be an obstruction.](https://socialsci.libretexts.org/Bookshelves/Human_Development/Map%3A_Lifespan_Development_-_A_Psychological_Perspec)