



Your early learning guide for infants, toddlers and three-year-olds

— participant guide —

Module 5:

Cognitive Development

Our session objectives:

- Describe Piaget’s sensorimotor stage of cognitive development
- Create a list of 4-5 engaging materials to promote exploration for infants, toddlers and three-year-olds
- Develop an open-ended activity to promote problem-solving skills
- List 3-4 ways to promote and support pretend play
- Create an inclusion strategy based on a scenario

Piaget’s Theory of Cognitive Development

AGE	STAGE
Birth - 2 years	
2 - 7 years	

Sensorimotor Stage

Activity 1 - Promoting Exploration and Discovery - Materials

INFANTS	TODDLERS	THREE-YEAR-OLDS
<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

Activity 2 - Open-Ended Activity

Activity:	Objective:
Age:	<input type="checkbox"/> Cognitive <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Language <input type="checkbox"/> Physical
Description:	
Materials:	
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
Open-Ended Questions:	

Activity 3 - Supporting Make Believe Play

Activity 4 - Inclusion Scenario

Jason is a 30-month-old child who becomes upset easier than the other children in his class. Sasha, his child care teacher, constantly worries about upsetting Jason. He reacts to noises, he doesn't like to eat when the other children do, and his sleeping habits are very unpredictable. Sasha often finds herself getting frustrated with Jason. Nothing seems to please him, and his temper tantrums seem to go on forever. Sasha worries that she spends too much of her time dealing with Jason's outbursts and reactions. After speaking with Jason's parents about his behavior, Sasha learned that his mother has been dealing with similar challenges with Jason at home. Vanessa, Jason's mom, has been very stressed out and also feels like she cannot predict how Jason will react to things. Sasha worries that his behavior is impacting his cognitive development. When the other children are singing and exploring, Jason is often tantruming.

When Sasha learned that Jason's mother is dealing with similar challenges with Jason at home, she decided to speak with the Center Director about Jason. Jason's behavior was nothing new to the Director, Ms. Johnson. Ms. Johnson immediately recognized that Jason has an active (or feisty) temperament, and needs some special supports. Ms. Johnson recognized that Jason's temperament may be affecting his ability to develop his thinking skills.

Inclusion Strategies

Action Plan

START DATE	WHAT CHANGES WILL I MAKE?	COMPLETED ✓

Notes:
