i. Infants were more likely to accurately predict the path of the moving object when it disappeared gradually rather than when it disappeared abruptly or imploded.

g. Depth Perception
i. Eleanor Gibson and Richard Walk 1960 (159)
   1. Concluded in their laboratory a miniature cliff with a dropoff covered by glass. Most infants would not crawl out onto the glass.

B. Childhood
a. Efficient at detecting boundaries between colors

XXIV. Other Senses (160)
A. Hearing
   a. Last two month of pregnancy it can hear sounds
   b. Dr. Seuss
   c. Changes in hearing (161)
      i. Loudness
      ii. Pitch
      iii. Localization

B. Touch and Pain
   a. Do respond to touch
   b. Do feel pain
   c. Megan Gunnar 1987 (161)
      i. Pain when circumcised

C. Smell
   a. Can differentiate odors

D. Taste
   a. Present before birth

XXV. Intermodal Perception (162)
A. Intermodal Perception: involved integrating information from two or more sensory modalities, such as vision and hearing
B. Exists in newborns
C. Born with innate abilities

XXVI. Nature, Nurture, and Perceptual Development
A. Nativists
   a. Nature proponents
   b. Inborn or innate

B. Empiricists
   a. Those who emphasize learning and experience
a. **Conservation**: the awareness that altering an object’s or a substance’s appearance does not change its basic properties
b. Children focus on the characteristics
c. Failing the conservation –of-liquid task is a sign that children are at the preoperational stage of cognitive development
d. Rochel Gelman
   i. Showed that when the child’s attention to relevant aspects of the conservation task improved, the child is more likely to conserve

XXXI. **Concrete Operational Stage (183)**
A. Lasts approximately from 7 to 11 years of age
B. Third Piagetian stage
C. Logical reasoning replaces intuitive reasoning as long as the reasoning can be applied to specific or concrete examples
D. Conservation
   a. Demonstrate a child’s ability to perform concrete operations
   b. Concrete operations allow children to coordinate several characteristics rather than focus on a single property of an object
   c. **Horizontal Decalage**: Piaget’s concept that similar abilities do not appear at the same time within a stage of development
E. Classification
   a. Concrete operational children can understand
      i. The interrelationships among sets and subsets
      ii. Seriation (184)
         1. Order of stimuli along a quantitative dimension
      iii. Transitivity (185)
         1. Involves the ability to reason about and logically combine relationships
   b. Dividing things into sets and subsets

XXXII. **Formal Operational Stage (185)**
A. Appears between 11 and 15 years of age
B. Fourth and final Piagetian stage
C. Individuals move beyond concrete experiences and think in abstract and more logical ways
D. Abstract, Idealistic, and Logical Thinking
   a. The abstract quality of the adolescent’s thought at the formal operational level is evident in the adolescent’s verbal problem-solving ability
   b. Increased tendency to think about thought itself
   c. Thinking more abstractly, idealistically, and more logically
   d. **Hypothetical Deductive Reasoning**: means that they develop hypotheses, or best guesses, and systematically deduce, or conclude, which is the best path to follow in solving the problem
E. Adolescent Egocentrism (186)
   a. **Adolescent Egocentrism**: the heightened self consciousness of adolescents, which is reflected in their belief that others are as interested in them as they are in themselves
   b. **Imaginary audience**: refers to the aspect of adolescent egocentrism that involves attention getting behavior, the attempt to be noticed, visible, and onstage
   c. **Personal fable**: is the part of adolescent egocentrism that involves an adolescent's sense of personal uniqueness and invincibility
   d. Invincibility

XXXIII. **Piaget and Education (187)**
A. Take a constructivist approach