

REBBEH MANNEH

STUDENT NUMBER – 2026514

**MODULE - PSYCHOLOGY FOR
HEALTH AND SOCIAL CARE**

MODULE CODE - BMHP 4003

LECTURER – REBECCA KAVANAGH



Introduction

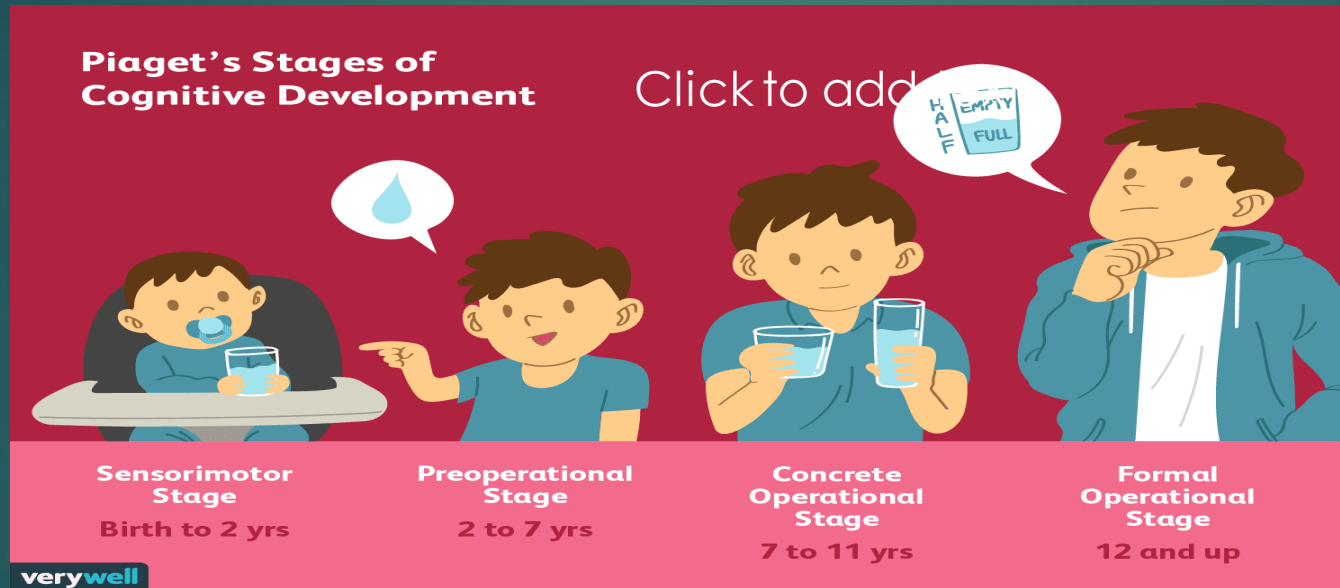
The purpose of this presentation is to explain how psychological theories related to young children can be applied to the role of a Social Worker. It explains what psychological theories relate to young children and how a Social Worker can use their understanding of psychology to help the Children they serve.



Piaget's theory of cognitive development

According to Piaget's theory of cognitive development, children pass through four stages of cognitive development. As well as understanding how children acquire knowledge, this theory explores the nature of intelligence.

The four stages are – sensorimotor, preoperational, concrete operational and formal operational



The Sensorimotor stage

Ages: Birth to 2 Years

* Piaget described the sensorimotor stage as a time of rapid growth and change in his theory of cognitive development.

* An infant uses his or her natural abilities to learn about the world around him or her (like listening, looking, grasping, and sucking.).

* Around eight months of age, the infant understands that objects exist even if they can't see them. He or she will search for objects if they disappear.

* As children interact with their environments from birth to about age 2, they undergo significant cognitive development.

Sensorimotor Stage of Cognitive Development

Children gain knowledge through their senses and motor movements

Primary Circular Reactions (1-4 months)

begin to repeat pleasurable actions



Secondary Circular Reactions (4-8 months)

intentionally repeat actions to trigger a response



Tertiary Circular Reactions (12-18 months)



trial and error experimentation

For two players, this technique consists of a simple board game. It encourages communication between the social worker and the child. It helps build trust between the two by letting the social worker share information rather than simply relying on the child to disclose information. Also, it can be used to occupy the child's attention while you discuss difficult topics. It is suitable for any child who is willing to participate with the social worker.

If you are having a meeting for the 1st time or one with children that are still developing, a simple version is often appropriate; a more complex version can be devised for follow-up meetings or children who have more maturity. The benefits of board games include bringing children closer to the idea of rules, letting them practice following them, and providing alternatives to moral dilemmas in an entertaining manner.

