

or remembered even though it is beyond the range of perception. Object permanence is a critical component of parent–child attachment and is seen in the development of stranger anxiety at 6 to 8 months old.

During the fourth sensorimotor stage, **coordination of secondary schemas and their application to new situations**, infants use previous behavioral achievements primarily as the foundation for adding new intellectual skills to their expanding repertoire. This stage is largely transitional. Increasing motor skills allow for greater exploration of the environment. They begin to discover that hiding an object does not mean that it is gone but that removing an obstacle will reveal the object. This marks the beginning of intellectual reasoning. Furthermore, they can experience an event by observing it, and they begin to associate symbols with events (e.g., “bye-bye” with “Mommy or Daddy goes to work”), but the classification is purely their own. In this stage, they learn from the object itself; this is in contrast to the second stage, in which infants learn from the type of interaction between objects or individuals. Intentionality is further developed in that infants now actively attempt to remove a barrier to the desired (or undesired) action (see [Fig. 9-7](#)). If something is in their way, they attempt to climb over it or push it away. Previously, an obstacle would cause them to give up any further attempt to achieve the desired goal.

## Development of Body Image

The development of body image parallels sensorimotor development. Infants' kinesthetic and tactile experiences are the first perceptions of their bodies, and the mouth is the principal area of pleasurable sensations. Other parts of their bodies are primarily objects of pleasure—the hands and fingers to suck and the feet to play with. As their physical needs are met, they feel comfort and satisfaction with their bodies. Messages conveyed by their caregivers reinforce these feelings. For example, when infants smile, they receive emotional satisfaction from others who smile back.

Achieving the concept of object permanence is basic to the development of self-image. By the end of the first year, infants recognize that they are distinct from their parents. At the same time, they have increasing interest in their image, especially in the