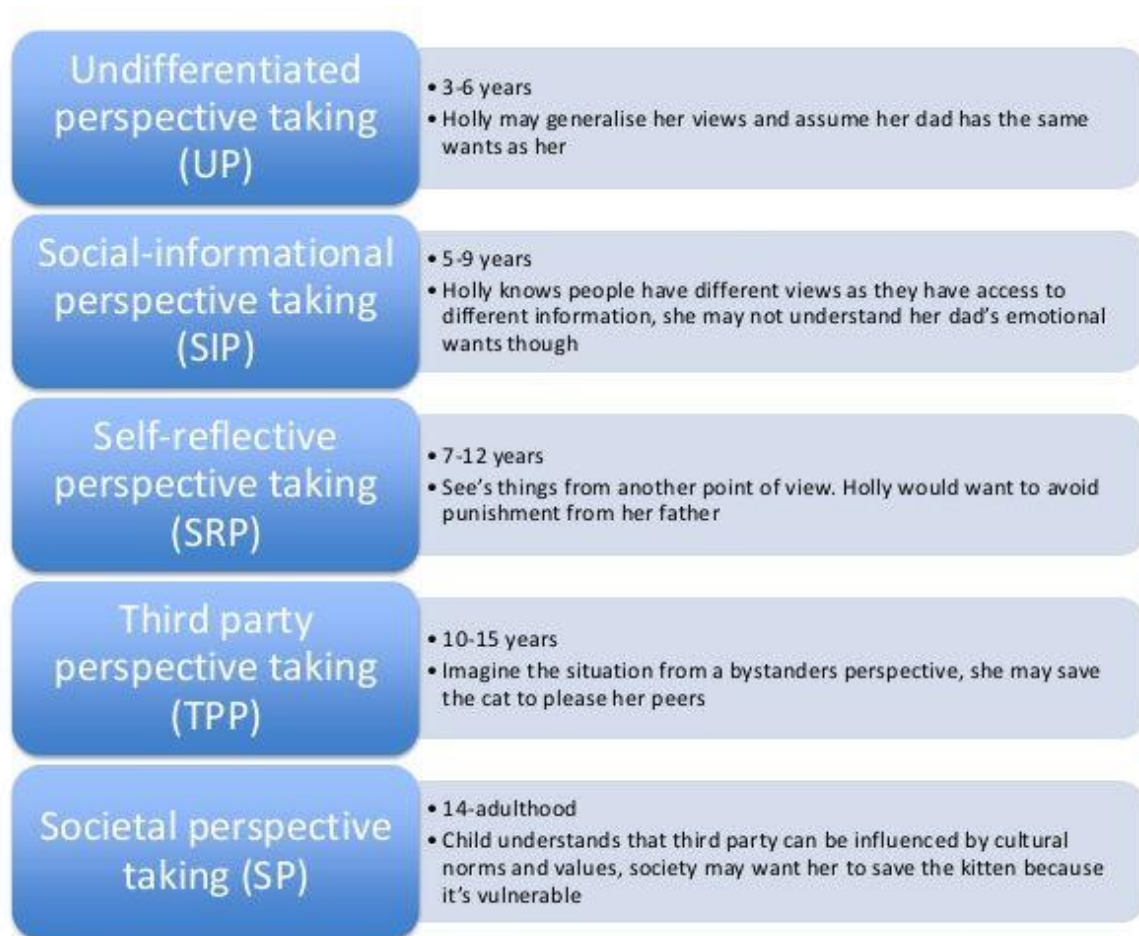


SELAMANS 5 STAGES OF PERSEPECTIVE THINKING



Selman's 5 Stages of Perspective Taking

Stage One:

Undifferentiated perspective-taking

Age: 3-6

Description: Children recognize that the self and others can have different thoughts and feelings, but they frequently confuse the two.

Response (Implication): Emily will save the kitten because she does not want it to get hurt and believes that Emily's mom will feel just as she does about her climbing the tree: "Happy, she likes kittens."

Selman's 5 Stages of Perspective Taking

Stage Two:

Social-informational perspective-taking

Age: 5-9

Description: Children understand that different perspectives may result because people have access to different information.

Response (Implication): If you ask Tasha why she made a mess in the kitchen she will respond "if my mom does not know i was trying to kill a bug she will be mad" But she knows if she shows her mom the bug then her reaction will change.

Selman's 5 Stages of Perspective Taking

Stage 3:

Self-reflective perspective-taking

Age: 7-12

Description: Children can "step in another person's shoes" and view their own thoughts, feelings, and behavior from the other person's perspective. They also recognize that others can do the same.

Selman's 5 Stages of Perspective Taking

Stage 4:

Third-party perspective-taking

Age: 10-15

Description: Children can step outside a two-person situation and imagine how the self and other are viewed from the point of view of a third, impartial party.

Response (Implication): When asked whether Holly should be punished, the child would say "No, because Holly thought it was important to save the kitten. But she also knows that her father told her not to climb the tree. So she'd only think she shouldn't be punished if she could get her father to understand why she had to climb the tree."

Selman's 5 Stages of Perspective Taking

Stage 5:

Societal perspective-taking

Age: 14-Adult

Description: Individuals understand that third-party perspective-taking can be influenced by one or more systems of larger societal values.

Response (Implication): When you ask a child should Sabrina be punished for climbing a tree to rescue a dog the child's response will be "No. The value of humane treatment of animals justifies Sabrina's action. Her father's understanding and appreciation of this value Sabrina has will probably cause him not to punish her."



Further Implications

1. When dealing with younger children in stages 2 or 3 you could often have them respond to the emotions of a character when they are reading a book. The teacher can pause periodically and have students respond to questions such as "how do you think the character feels now that this has happened to them?"
2. As children get older they mature and take different perspectives on what knowledge they are taking in. It is the job of the teacher to make sure all children are on the appropriate level of perspective taking by giving them the proper assignments and reading to determine their level.
3. On any level of perspective taking it is always possible to ask the student "what would you do in this situation?" By asking this simple question you can always determine whether or not the students have a true understanding of what is taking place and what perspective to take.