Secondary Intersubjectivity

9 months – ‘revolution’ in social understanding

- Coordinate visual attention with other person
- Coordinate emotional response via social referencing
- Interact over another object/activity/person
- Use of pointing

- **Intentional communication features**
  - Use of eye contact to direct another’s attention
  - Consistent use of vocalisation to indicate goals
  - Waiting for response
    - Persistence if not understood

- **Modes of Communication**
  - Turn-taking
  - Joint attention
    - Following attention
    - Directing attention
    - Sharing focus of attention

**Turn-taking**

- From 3 months, alternate vocalisations with their mothers
- By 12 months, few overlaps in the ‘speakers’
- Proto-conversations – similarities between turn-taking in early vocalisations and later conversation

**Joint Attention**

- Triadic interaction

**Following Attention**

- 9 months - Infants turn to follow an adult’s gaze – share object of attention with another person
- 9 months – child follows mother’s point in front of person
- 14 months – follows point across line of sight
Problem of passives

- Child hears passive utterances (postman was bitten by the dog)
  - May use semantic bootstrapping to conclude that her language is object-verb-subject → problems parsing other utterances

Lecture 6
Development of self-awareness

The Self
Physical body – but also refers to psychological place where thoughts and emotions reside

Self-awareness
Fundamental in developmental + evolutionary psychology
Psychological state where people are aware of their traits, feelings and behaviours

Carpenter (1975)

- Papua New Guinea tribe → no mirrors and murky rivers
- First viewed themselves in a mirror
  - Anguish (had already made representations of themselves)

Self – complex or simple?

- Has a hidden component which may be unknown to other
  - May be unknown to person too
- Public and Private SA
  - High in private SA → more attentive to their perception
  - High in public SA – concerned with how other’s see them and impression they make

Development of SA – understanding we’re distinct from environment
  - Babies don’t have SA – so think they’re the same as a chair for e.g.

Self, prior to 18 months

- 2-4 month olds – aware they can control objects
  - Awareness of own bodily movements
- 8 months – display distress when caregiver moves away

Person permanence – around 18 months

- Landmark of development of SA
- When caregiver moves away – tendency to search for person
Rochat (2003)

5 levels of self-awareness as they unfold in early life

- **Level 0** – confusion
  - Child see themselves as part of everything
- **Level 1** – identification
- **Level 2** – situation
  - Body moving and matching mirror to themselves
- **Level 3** – identification
  - Realisation that it’s “me” in the mirror (remove sticker)
- **Level 4** – permanence
  - Identification of self not tied to temporal situations (still same when move away from mirror)
- **Level 5** – self-consciousness or ‘meta’ self-awareness
  - Self is recognised from 3rd person – others POV

Self-awareness – dynamic, adults still move between them. Tennis players need to stay at 1 and 2 (too aware they lose it)

**Awareness of others**

High in private self-awareness – one is aware of one’s inner perceptions
High in public self-awareness – one is aware of other’s thoughts of them

**Children’s categorisation of others**

*Lewis and Brooks-Gunn (1979)*

As children gain more stable representations of certain people they start to categorise along 3 dimensions

- Familiarity
- Age
- Gender

**Familiarity**

- 7-9 months – behave differently to familiar and strange adults.
- *Jacobsen (1980)* – wariness of unfamiliar peers (10-12 months)

**Age**

- 6-9 months – behave differently to approaches of child and adult
- 9-12 months – can differentiate between baby and adult faces
  - *Lewis and Brooks-Gunn (1979)* – use height, movement, voice and facial hair to categorise
“maybe at a later date you’ll help me”

- **Strengths**
  - Takes note of interrelationship among events in a larger system

- **Weaknesses**
  - Cannot account for individual differences don’t explain developmental patterns of prosocial behaviour

**Social-Cognitive Developmental Approach**

- **Normative expectations**
  - **Norm of social responsibility**
    - Widely endorsed (help those who need help) general expectation
      - Acquire by 8 yo
  - **Norm of reciprocity**
    - Help those who help you
      - Can be seen as early as 2 yo
  - **Norm of deservedness**
    - Help those who deserve help
    - 4-5 yo sensitive to this

**Empathy**

- Connects people emotionally (Krebs, 1987)
- Empathy motivates PSB
- Helping scores rise if parents ask to empathise with a person
- **Hoffman (1982)** Children progress through four stages
  - Global empathy
  - Egocentric empathy
  - Empathy for another’s feelings
  - Empathy of another’s life condition

- Being helped isn’t enjoyable
Second-order beliefs

Understanding someone else can have beliefs about a third party
- FOB explain how people think about real events
  • But doesn’t capture complexity of social interaction
- What do people think about other’s thoughts?

Conclusions
- Perner and Wimmer (1985) - SOB only emerge after 6 years
- Further research needed
- Complex processes going on in mindreading

False-belief in other contexts

Deception involves suggesting a false belief to another person

Peskin (1992) – investigated deception at 3, 4 and 5 years
- Choose favourite sticker
- Two puppets are allowed to choose first (kind and bad)
  • Bad would choose child’s favourite sticker
- Child told puppet which sticker they wanted
- Only 5 year olds would deceive the mean puppet
  • Point to the sticker they didn’t want

Issues
- Methodology evaluates one aspect of ToM
- ToM encompasses development that occurs before and after the attainment of this milestone
- Some argue children gain understanding before they can pass false-belief tasks
- Doesn’t help us understand the mechanism of ToM development

ToM and autism

Baron-Cohen et al., (1985) – Sally-Anne Task on a sample of:
- Autistic children
- Down’s syndrome children
- Typically developing children
  • all with mental age of 4+
- 80% of DS and developing children passed
  • Only 20% of autistic children passed
  • Autistic children have an understanding mental representation deficit.