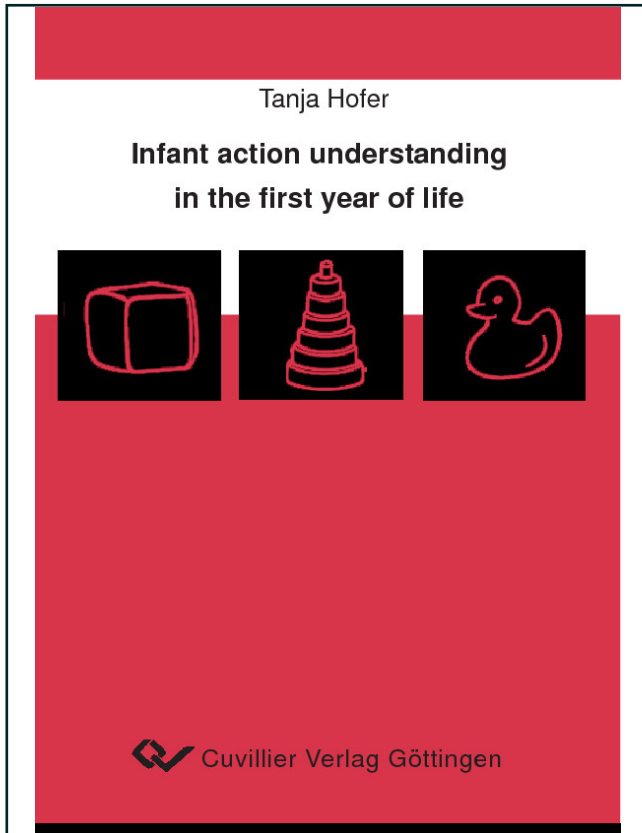




Tanja Hofer (Autor)
Infant action understanding in the first year of life



<https://cuvillier.de/de/shop/publications/2499>

Copyright:

Cuvillier Verlag, Inhaberin Annette Jentzsch-Cuvillier, Nonnenstieg 8, 37075 Göttingen, Germany
Telefon: +49 (0)551 54724-0, E-Mail: info@cuvillier.de, Website: <https://cuvillier.de>

Table of Contents

List of Tables..... vii

List of Figures ix

Abstract xi

1 General Introduction..... 1

1.1 Early intentional action understanding..... 2

1.2 Understanding goal-directed actions in infancy 4

1.3 Theoretical approaches to early action understanding 6

1.4 Overview and goals of the present research projects..... 8

1.5 Outline of the dissertation 10

**2 Infants’ encoding of actions as goal-directed when performed by a
mechanical device 11**

2.1 Introduction 11

2.2 The constructivist view 11

2.3 The nativist view..... 14

2.4 Aims of the studies..... 16

2.5 Study 1..... 18

 2.5.1 Method 18

 2.5.1.1 Participants 18

 2.5.1.2 Test environment, stimuli and apparatus..... 18

 2.5.1.3 Procedure..... 19

 2.5.2 Reliability analysis and data coding..... 21

 2.5.3 Results 21

 2.5.3.1 Habituation phase 21

 2.5.3.2 Test phase 22

2.5.4	Discussion	24
2.5.5	Two different explanations for the findings in Study 1	25
2.6	Study 2.....	27
2.6.1	Method	28
2.6.1.1	Participants	28
2.6.1.2	Test environment, stimuli, apparatus and procedure.....	28
2.6.2	Reliability analysis and data coding.....	29
2.6.3	Results	29
2.6.3.1	Habituation phase	29
2.6.3.2	Test phase	30
2.6.4	Discussion	31
2.7	Study 3.....	33
2.7.1	Method	34
2.7.1.1	Participants	34
2.7.1.2	Test environment, stimuli, and apparatus.....	34
2.7.1.3	Procedure.....	34
2.7.2	Reliability analysis and data coding.....	35
2.7.3	Results	36
2.7.3.1	Habituation phase	36
2.7.3.2	Test phase	36
2.7.4	Discussion	38
2.8	General discussion.....	38

3	Infants' perception of goal-directed actions: Does the presentation form matter?	43
3.1	Introduction	43
3.2	Television and imitation.....	44
3.3	Television and problem solving.....	46
3.4	Explanations accounting for the empirical findings	47
3.5	The use of symbols by infants and in infancy research	49

3.6	Aim of the study.....	50
3.7	Pilot Study.....	51
3.7.1	Method	52
3.7.1.1	Participants	52
3.7.1.2	Test environment, stimuli and apparatus.....	52
3.7.1.3	Procedure.....	54
3.7.2	Reliability analysis and data coding.....	56
3.7.3	Results	56
3.7.3.1	Habituation phase	56
3.7.3.2	Test phase.....	56
3.7.4	Discussion	58
3.8	Main Study: Video versus live presentation	61
3.8.1	Method	62
3.8.1.1	Participants	62
3.8.1.2	Video group: Test environment, stimuli, apparatus and procedure	62
3.8.1.3	Live group: Test environment, stimuli, apparatus and procedure.....	64
3.8.2	Reliability analyses and data coding	67
3.8.3	Results	67
3.8.3.1	Familiarisation phase.....	67
3.8.3.2	Test phase.....	68
3.8.4	Discussion	70
3.9	General discussion.....	71
4	The style of mother-infant interaction in relation to infants' early action interpretation.....	77
4.1	Introduction	77
4.2	Attachment and children's developmental outcomes	79
4.3	Children's attachment and maternal sensitivity	81
4.4	Maternal sensitivity and children's cognitive development.....	82
4.5	Accounts of the link between maternal sensitivity to children's cognitive development.....	84

4.6	Aim of the study.....	86
4.6.1	Coding system.....	87
4.6.2	Method.....	90
4.6.2.1	Participants.....	90
4.6.3	Method: Action interpretation task.....	91
4.6.3.1	Test environment, stimuli and apparatus.....	91
4.6.3.2	Procedure.....	91
4.6.4	Method: Mother-infant interaction.....	93
4.6.4.1	Test environment and stimuli.....	93
4.6.4.2	Procedure.....	93
4.6.5	Reliability analyses and data coding.....	94
4.6.6	Results and discussions.....	95
4.6.6.1	Mother-infant interaction.....	95
4.6.6.2	Action interpretation task.....	100
4.6.6.3	Link between mothers' interaction style and infants action interpretation performance.....	103
4.7	General discussion.....	108
4.7.1	An account of the link between the maternal interaction style and infants action interpretation abilities.....	111
4.7.2	Conclusions.....	115
5	General Conclusions.....	117
5.1	Summaries of the research projects and main findings.....	118
5.2	Implications and further directions.....	121
5.2.1	Theoretical implications.....	121
5.2.2	Implications for future research.....	123
5.3	Final remarks.....	127
	References.....	129
	Curriculum Vitae.....	143