

Exploring Task Co-representations and Theory of Mind Among Children Aged 3-5

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While engaging in a joint action humans form task co-representations of their partner's complementary parts of the task which often appears in the form of interference in task achievement (Sebanz, Knoblich & Prinz 2003). The current study investigated whether task co-representations during a joint action can be observed among children aged 3-5. A crucial aim was to conduct a study targeting the younger age group as well, as joint action seems to appear at an early age (Brownell, 2011), however the methods used in previous studies found evidence of task co-representations only above the age of 4 (Milward, Kita & Apperly, 2017). The study also investigated whether forming co-representations is connected to individuals' theory of mind (ToM) abilities using false belief tests, since previous research found a relationship between self-other representations of ToM and co-representations (Milward, Kita & Apperly, 2017). We employed the computer-based bear-duck task by Milward et al. 2017, and we also designed a new task which is more suitable for testing 3-year-olds, including a common goal which requires cooperation. We are expecting a relationship between the performance on the co-representation task and the Sally-Anne false belief task among 4-5-year-olds. We are also expecting that children at the age of 3 will also be able to form task co-representations in the new, more sensitive task and this will be in connection with their performance shown on the non-verbal version of the Sally Anne task. Results of our on-going study will be presented at the conference