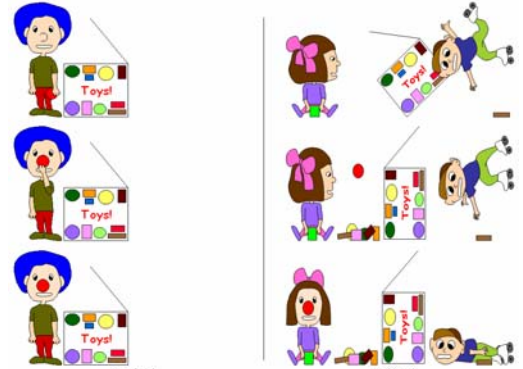
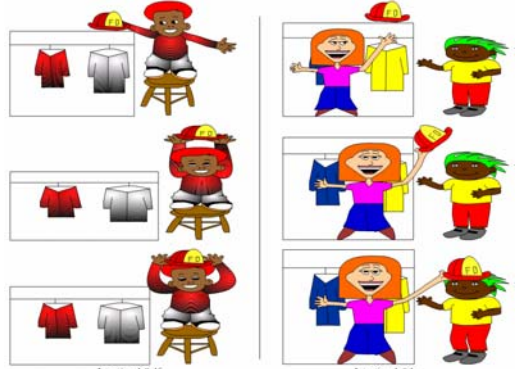


Scofield, J. & Foster, K. (2007). Understanding intentions in pretend identities, actions, and objects.
Poster presented at the Society for Research in Child Development. Boston, MA.

<p>Introduction:</p> <p>1½-year-olds pretend (Lillard, 1998). 2½-year-olds understand and respond to others pretend (Harris & Kavanaugh, 1993). 1½-year-olds understand that actions correspond to mental states (Meltzoff, 1995).</p> <p>Yet, there is disagreement about whether 4-year-olds understand that pretend involves mental states.</p> <p><i>Lean Interpretation</i> = 4- and 5-yr-olds do not believe that pretending involves thinking, knowing, or trying/intending (Lillard, 1993, 1998).</p> <p><i>Rich Interpretation</i> = 3-, 4-, and 5-yr-olds believe that pretend involves thinking, knowing, and trying/intending (Davis, Woolley, & Brell 2002; Joseph, 1998; Rakoczy & Tomasello, 2006; Rakoczy, Tomasello, & Striano, 2004).</p>	<p>Current Studies:</p> <p>The current studies aim to clarify the role of intention in children's understanding of pretense by:</p> <ol style="list-style-type: none"> 1) improving on previous designs by reducing memory demands, verbal demands, and prompting (Joseph, 1998; Lillard, 1993, 1998). 2) using a contrastive method to compare actors who perform similar actions that result from differing intentions (Joseph, 1998). 3) comparing understanding of intention in pretense in: <ol style="list-style-type: none"> a) pretend identities b) pretend actions c) pretend objects 										
<p>Study 1A (Pretend Identities):</p> <p>3-year olds (N=15), 4-year-olds (N=18), and 5-year-olds (N=15) were presented with two animated videos (e.g., clown & fireman). Each video included two scenes during which an <i>intended</i> identity was contrasted with an <i>accidental</i> identity.</p> <p>Participants were then asked to select the pretending actor.</p> <p>e.g., <i>Blue places the ball on his nose on purpose. Blue looks like a clown.</i></p> <p>e.g., <i>Brown watches the ball land on her nose on accident. Brown looks like a clown.</i></p> <p>e.g., <i>Who is pretending to be a clown, Blue or Brown?</i></p>											
<p>Study 1A (Results):</p> <p><i>Trials on Which Children Selected the Intending Actor</i></p> <table border="1" data-bbox="276 1071 560 1228"> <thead> <tr> <th>Ages</th> <th>Selected the Intentional Actor</th> </tr> </thead> <tbody> <tr> <td>3-yr-olds</td> <td>17/30</td> </tr> <tr> <td>4-yr-olds</td> <td>21/36</td> </tr> <tr> <td>5-yr-olds</td> <td>27/30 *</td> </tr> <tr> <td>All Ages</td> <td>65/96 *</td> </tr> </tbody> </table> <p>* p < .05</p>	Ages	Selected the Intentional Actor	3-yr-olds	17/30	4-yr-olds	21/36	5-yr-olds	27/30 *	All Ages	65/96 *	<p>Study 1B (Pretend Identities):</p> <p>3-year olds (N=34), 4-year-olds (N=30), and 5-year-olds (N=15) were presented with three animated videos (e.g., clown, fireman, & princess). Each video included two scenes during which an <i>intended</i> identity was contrasted with an <i>accidental</i> identity.</p> <p>Participants were then asked to select the pretending actor.</p> <p>e.g., <i>Red places the hat on his head on purpose. Red looks like a fireman.</i></p> <p>e.g., <i>Green watches the hat land on his head on accident. Green looks like a fireman.</i></p> <p>e.g., <i>Who is pretending to be a fireman, Red or Green?</i></p>
Ages	Selected the Intentional Actor										
3-yr-olds	17/30										
4-yr-olds	21/36										
5-yr-olds	27/30 *										
All Ages	65/96 *										
	<p>Study 1B (Results):</p> <p><i>Trials on Which Children Selected the Intending Actor</i></p> <table border="1" data-bbox="860 1459 1144 1617"> <thead> <tr> <th>Ages</th> <th>Selected the Intentional, Self-Intending Actor</th> </tr> </thead> <tbody> <tr> <td>3-yr-olds</td> <td>54/102</td> </tr> <tr> <td>4-yr-olds</td> <td>56/90 *</td> </tr> <tr> <td>5-yr-olds</td> <td>38/45 *</td> </tr> <tr> <td>All Ages</td> <td>148/237 *</td> </tr> </tbody> </table> <p>* p < .05</p>	Ages	Selected the Intentional, Self-Intending Actor	3-yr-olds	54/102	4-yr-olds	56/90 *	5-yr-olds	38/45 *	All Ages	148/237 *
Ages	Selected the Intentional, Self-Intending Actor										
3-yr-olds	54/102										
4-yr-olds	56/90 *										
5-yr-olds	38/45 *										
All Ages	148/237 *										

Study 2 (Pretend Actions):

3-year olds (N = 16), 4-year-olds (N = 19), and 5-year-olds (N = 14) were presented with four animated videos (e.g., building, flying, breaking, & painting). Each video included two scenes during which an *intended* action was contrasted with an *accidental* action.

Participants were then asked to select the pretending actor.

- e.g., Green stacks the blocks on purpose. The blocks look like a tower.
- e.g., Purple spills the blocks on accident. The blocks look like a tower.
- e.g., Who is pretending to build a tower, Green or Purple?



Study 2 (Results):

Trials on Which Children Selected the Intending Actor

Ages	Selected the Intentional Actor
3-yr-olds	30 / 64
4-yr-olds	51 / 76 *
5-yr-olds	47 / 56 *
All Ages	128 / 196 *

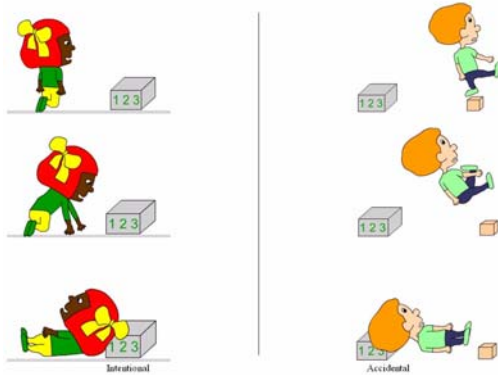
* p < .05

Study 3 (Pretend Objects):

3-year olds (N = 26), 4-year-olds (N = 30), and 5-year-olds (N = 20) were presented with four animated videos (e.g., block, bucket, pom-pom, & box). Each video included two scenes during which an *intended* object was contrasted with an *accidental* object.

Participants were then asked to select the pretending actor.

- e.g., Orange falls on the block on accident. The block is like a pillow.
- e.g., Red lays on the block on purpose. The block is like a pillow.
- e.g., Who is pretending that the block is a pillow, Orange or Red?



Study 3 (Results):

Trials on Which Children Selected the Intending Actor

Ages	Selected the Intentional Actor
3-yr-olds	59 / 104
4-yr-olds	72 / 120
5-yr-olds	74 / 80 *
All Ages	205 / 304 *

* p < .05

Conclusions:

- 1) 5-year-olds consistently select the intending actor as pretending.
- 2) 3- and 4-year-olds do not consistently select the intending actor as pretending.
- 3) Changes in domain (e.g., identity, action, & object) did not result in changes in selection of the intending actor.

Overall Conclusion:

3- and 4-year-olds do not have a clear understanding of the role of intention in pretense.