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### Introduction

Social cognition has traditionally been measured with lab tasks (e.g., Carpenter, et al., 1998). Recently, Tahiroglu et al. (2014) have developed the Children’s Social Understanding Scale for 3- to 5-year-olds which found parents reliably report socio-cognitive development.

To examine earlier socio-cognitive development, we have created a parent-report measure of social cognition from birth to 3 years, the Early Social Cognition Survey.

### Survey Construction

- 23 questions sought to determine children’s level of social cognition
- Based on past lab research covering attention to faces (e.g., Csibra & Gergely, 2006); joint engagement, pointing, and gaze following, mimicry, imitation, intention understanding (e.g., Carpenter, et al., 1998); understanding desires (e.g., Repacholi & Gopnik, 1997); perspective taking (e.g., Moll & Tomasello, 2006); emotions (e.g., Denham, 1986); appearance vs reality (e.g., Flavell, et al., 1983); and knowledge and beliefs (e.g., Baron-Cohen, et al., 1985).
- Include own intentions, emotions, etc., as well as others (e.g., Meltzoff, 2007)

### Exploratory Analysis

- 230 parents of children 17 days – 47.50 (M = 18.14)
- 23-question survey on babylovescience.com
- One item did not correlate well with the average score of all items: “Does your child like to look at faces?”
- The remaining 22 items correlated with the average score of these items, all Spearman’s rho > .3, p < .05.
- Scale reliability was excellent, KR20 = 0.95.

### Replication

- Separate group of 228 parents of children 21 days – 47.16 (M = 20.21)
- Scale reliability for 22 items was excellent, KR20 = 0.93.

### Final Items

1. Does your child follow where you look to look at the same thing as you?
2. Is your child aware of other people’s motives? E.g., that they might give someone a gift in order to make them happy?
3. Is your child aware of their own desires? E.g., prefer chocolate over broccoli?
4. Is your child aware that other people know the same information they do? E.g., they know where a certain book is kept, and they know their dad knows where that book is kept too.
5. Is your child aware of others’ perspectives? E.g., could they tell others why they can see something, but someone else can’t, because it’s not in their line of sight?
6. Is your child aware of his/hers own mistakes? E.g., if he/she drops something by accident?
7. Does your child perform actions intentionally with specific goals in mind? E.g., stack blocks on purpose instead of by trial and error?
8. Does your child follow you where you point to look at the same thing as you?
9. Does your child look back and forth between you and objects, instead of only looking at you or an object?
10. Does your child understand that sometimes things aren’t as they appear? E.g., something that looks hard might feel soft?
11. Does your child copy other’s in order to achieve the same goal? E.g., copying pressing a button to make a song play on a toy?

### Reliability

- Inter-observers reliability between parents good, N = 35, df = 32, Partial r = 0.38, p < 0.001, controlling for age
- Lab KR20 = 0.73; Survey KR20 = 0.89; Inter-observers reliability between survey and lab tasks good N = 51, df = 48, Partial r = 0.40, p < 0.004, controlling for age

### Discussion

- The Early Social Cognition Survey is a reliable measure
- It has good internal reliability
- It has good test-retest reliability
- It correlates well with validated lab measures

### Next Steps:

- Extending inter-observer agreement by increasing sample size to N = 84
- Uses:
  - Collect social cognition data easily online
  - Easy way to correlate social cognition to lab tasks
  - Easy way to provide social cognition baseline for social cognition experiments

### References