

Contents

List of Contributors viii

Preface xv

1. Critical Issues in Children's Early Understanding of Mind	1
<i>Peter Mitchell and Charlie Lewis</i>	
Introduction	1
Tests of Theory of Mind Competence: The Research Legacy	2
The Special Case of Autism	4
Theoretical Divisions and a Move Towards Reconciliation	4
Prerequisites of a Theory of Mind	5
Early Perceptual Experience	7
The Role of Pretence	9
Early Conversation and Communication	11
Broader Issues in False Belief Comprehension	13
References	15

PART I ONTOGENESIS OF AN UNDERSTANDING OF MIND

2. Realism and Early Conception of Mind: A Synthesis of Phylogenetic and Ontogenetic Issues	19
<i>Peter Mitchell</i>	
Introduction	19
Human Theory of Mind: Some Suggestions on Utility and Evolutionary Origin	20
Acknowledgement of Misrepresentation in Young Children	24
How Does a Theory of Mind Develop?	36
Conclusion	42
Acknowledgements	42
References	42

3. Grades of Mindreading	47
<i>Andrew Whiten</i>	
Introduction	47
Mindreading, Intersubjectivity, Theory of Mind—Different Approaches to a Common Theme	48
When Does Reading Behaviour Become Reading Mind?	54
Implicit Versus Explicit Mindreading	60
Grades of Mental State that Can be Read	62
Reading Ones' Own Mind Versus Others'	63
Cousins of Mindreading	64
Grades of Integration	65
Grades of Embedding	66
Grades of Mindreading and Grades of Mind	66
Acknowledgements	67
References	67
4. Perceiving Attitudes, Conceiving Minds	71
<i>R. Peter Hobson</i>	
Introduction	71
Perceiving Attitudes	72
The Concept of Persons	80
Conceiving (of) Minds	81
Perspectives from Developmental Psychopathology	87
Conclusion	89
Acknowledgements	90
References	90
5. Associations and Dissociations in Theories of Mind	95
<i>Norman H. Freeman</i>	
Introduction	95
General Background	96
Levels and Types of Analysis	99
Devising a Symbolic Detector	102
Implications for Explanation of Conceptual Advance	108
Acknowledgements	110
References	110

PART II ATTENTION, PERCEPTION, AND COGNITION: THE LEGACY OF INFANCY

6. Theory of Mind and the Facts of Embodiment	115
<i>George Butterworth</i>	
Introduction: On Minds and Consciousness	115
Consciousness and the Nature of Embodiment	118
Mechanisms and Motives for Neonatal Imitation	120
Other Minds and Communication	121
Joint Visual Attention	122

Self-consciousness and the Transition from Direct Perception to Representation	125
The False Belief Task	126
Conclusion	129
Acknowledgements	130
References	130
7. Early Understanding of Referential Intent and Attentional Focus: Evidence from Language and Emotion	133
<i>Dare A. Baldwin and Louis J. Moses</i>	
Introduction	133
Milestones of Early Communicative Development	134
Implications for Infants' Theory of Mind	135
Language Learning	138
Interpreting Emotional Signals	144
Conclusions	149
Acknowledgements	153
References	153
8. Changing Your Views: How Understanding Visual Perception Can Lead to a New Theory of the Mind	157
<i>Alison Gopnik, Virginia Slaughter, and Andrew Meltzoff</i>	
Introduction	157
The Development of an Understanding of Visual Perception	160
Perception as a Model for Belief	166
Understanding Perceptual Misrepresentation: New Data	166
Inducing Conceptual Change: A Training Study	173
Conclusion: Developing Theories of Mind Really do Develop	175
References	178
9. A Model of the Mindreading System: Neuropsychological and Neurobiological Perspectives	183
<i>Simon Baron-Cohen and Howard Ring</i>	
Introduction	183
The Neuropsychology of the Mindreading System	184
The Neurobiology of the Mindreading System	192
Conclusions	201
Acknowledgements	201
References	202
PART III THE ROLE OF PRETENCE	
10. Making Sense of Pretence	211
<i>Angeline Lillard</i>	
Introduction	211
Defining Pretence	212
The Real-Pretend Boundary	214

Understanding Pretence Representations	222
Other Steps in Achieving an Understanding of Pretence	227
Summary	231
Acknowledgements	231
References	231

11. Understanding Pretence 235

<i>Paul L. Harris</i>	
Introduction	235
Understanding Make-believe Stipulations	237
Selecting a Pretend Action	240
Understanding Make-believe Transformations	242
Describing Make-believe Transformations	245
Understanding Pretence	247
Understanding Pretence and the Mind	250
Autism	253
The Basis of Pretending: A Speculation	255
Acknowledgements	258
References	258

12. *Prelief*: The Conceptual Origins of Belief and Pretence 261

<i>Josef Perner, Sarah Baker, and Deborah Hutton</i>	
Introduction	261
Belief and Pretence	262
False Belief Tasks	265
Accounting for Other Findings with <i>Prelief</i>	276
Memory for Own Belief or <i>Prelief</i> ?	278
Understanding Self-reflection as a Prerequisite for Pretence	281
Summary	283
Acknowledgements	284
References	284

13. Commentary: Triangulating Pretence and Belief 287

<i>Paul L. Harris, Angeline Lillard, and Josef Perner</i>	
Commentary	287
References	293

PART IV THE ROLE OF COMMUNICATION

14. Changing Minds and Changing Relationships 297

<i>Judy Dunn</i>	
Introduction	297
Conversations about Causality	299
Arguments in Conflict	302
Other Changes in Children's Relationships	304
Differences across Relationships	306

Conclusion	307
Acknowledgements	308
References	308

15. Theory of Mind and the Development of Social-linguistic Intelligence in Early Childhood 311

<i>Marilyn Shatz</i>	
Introduction	311
Method	314
15 to 17 Months	316
18 to 24 Months	317
25 to 30 Months	320
31 to 36 Months	322
Conclusions	326
Acknowledgements	327
References	328

16. Before Belief: Children's Early Psychological Theory 331

<i>Henry M. Wellman and Karen Bartsch</i>	
Introduction	331
Overview of the Research	333
Conclusions	345
Acknowledgements	352
References	352

17. What People Say, What They Think, and What is Really the Case: Children's Understanding of Utterances as Sources of Knowledge 355

<i>Elizabeth J. Robinson</i>	
Introduction	355
Utterance-world Relationships	356
Utterance-belief Relationships	367
The Dual Informative Role of Utterances	374
Acknowledgements	378
References	378

PART V MISREPRESENTATION

18. Early Deception and the Conceptual Continuity Claim 385

<i>Beate Sodian</i>	
Introduction	385
The Case for a Conceptual Deficit	387
Three-year-olds' Understanding of Trickery: A Challenge to the Conceptual Deficit View?	394
Summary and Conclusions	399
Acknowledgements	400
References	400

19. The Role of Personal Involvement in the Assessment of Early False Belief Skills	403
<i>Michael Chandler and Suzanne Hala</i>	
Introduction	403
The Big(ger) Picture	404
Rereading the Evidence on False Belief Understanding	407
Study 1	414
Study 2	416
Study 3	417
Study 4	419
Summary and Discussion	421
Acknowledgements	423
References	423
20. Children's Theory of Mind and the Conversational Territory of Cognitive Development	427
<i>Michael Siegal and Candida C. Peterson</i>	
Introduction	427
Appraising the Quantity and Quality of Questions and the Physical Setting of the Experiment	431
Children as Conversational Novices and the Tension Between Conversational and Scientific Inferences	448
Acknowledgements	451
References	451
21. Episodes, Events, and Narratives in the Child's Understanding of Mind	457
<i>Charlie Lewis</i>	
Introduction	457
Text and the Adult's Misperception of Intentionality	458
Why Link Narrative and False Belief?	460
Why is Memory an Issue in the False Belief Task?	462
Experiment 1: The Standard Procedure Contrasted with a Narrative Version	464
Experiment 2: Reader and Procedure Effects	468
Experiment 3: How Do Young Three-year-olds Fare?	468
Experiments 4 and 5: Limits of the Procedure	469
Experiment 6: Older Children's Understanding of an Over-familiar Narrative	471
General Discussion of Narrative Recall and False Belief Reasoning	472
Narrative Production and False Belief Reasoning	474
Is Narrative Production Sufficient for Successful False Belief Reasoning?	476
Conclusions	477
References	478
Author Index	481
Subject Index	491