



Fall at the Lab!

Fall Newsletter

October 2006

Emory University Infant & Child Development Research Lab

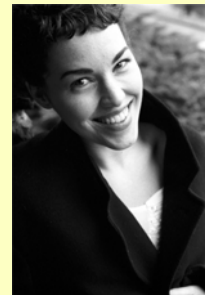
404-727-2979

Hello from the Lab!



Philippe Rochat, PhD, Professor of Psychology, is the director of the Infant and Child Development Research Lab. He received his PhD in 1984 from the University of Geneva, Switzerland. With postdoctoral studies at the University of Pennsylvania and a faculty position at the University of Massachusetts at Amherst, Philippe joined the Emory Psychology faculty in 1991. He has received a Guggenheim Fellowship for the coming year and will use this award to work on new projects concerning child moral development, and he is busy writing up his research findings.

Britt Berg, MS, Lab Manager, joined the Child Study Center in June 2006. After completing her undergraduate studies at Emory University, she completed her Master's degree in Counseling Psychology at Georgia State University in 2004. Prior to joining the lab, she managed research projects in the Emory Psychiatry department, and she has several years of experience in conducting research with moms, infants and young children. However, it is her 5-year old daughter, Zoe, who has taught Britt the most about infant and child development!



Tanya MacGillivray is in her third year of graduate school in the doctoral program of Cognition and Development at Emory's Department of Psychology. She is currently completing her Masters thesis exploring the role of early experience on face processing in 6- and 10-month-olds. She has a continued interest in the role of culture in shaping cognition, and she has participated in research programs in various corners of the world. Her current research interest is on the role of early caregiver/child interactions on the development of emotion recognition in various populations of the South Pacific and East Africa.

Erin Robbins, MSPH, is a first year graduate student in Emory's doctoral program in Cognition and Development. Her primary research interest is in moral development and moral reasoning and how these processes are influenced by culture. Erin is also intrigued by the interplay between economics and cognition, and she is curious about children's understanding of economic behavior. When she is not at the lab, Erin is busy researching the best way to relax in a hammock.



Saying Goodbye to Former Lab Members

After spending the summer in Ecuador, Ashley Winning has left the Center to pursue a Master's Degree in Public Health at Emory University. We will miss her!

Derek Layton, MA, completed his Master's degree in Psychology here at Emory, and he will be starting a new degree in occupational therapy. His technical expertise and big smile will definitely be missed in the lab!



The Emory Infant and Child Research Lab Is Seeking Families Like Yours!

You are receiving this newsletter because you and your child have participated in one of our studies or have expressed interest in taking part in one. We invite you to involve yourself in our current studies. If your child is under the age of 6, and you would like to be contacted about our studies, please call or email us at:

**(404) 727-2979 or
britt.berg@emory.edu**

Your visit would take less than a half an hour, and your child will be given a small token of appreciation at the end. Thank you again; we cannot do it without you!!!!

We are located on the Emory campus, near Druid Hills, Decatur, Candler Park, and other nearby Atlanta neighborhoods. Free parking is available. Check our website for directions:

www.psychology.emory.edu/cognition/rochat/lab

Interested in coming in? Our current study is called

EQUITY SHARE:

We are looking for 3-year olds (34-44 months) and 5-year olds (58-68 months) to participate in our new sharing studies! We will investigate how children understand the concept of money, and we are studying how children of different ages share with others.



About Our Lab...

The Emory Infant and Child Research Lab is currently focusing on issues of early social cognition, and early emotional and moral development. In general, we are interested in understanding how young children develop self-consciousness and an awareness of themselves in relation to others. Through our research we aim to make strides in the field of social, cognitive and developmental psychology.



We're on the Web! →

Visit our website to learn more about our current and past research, and to find out how to visit us!



A Review of This Past Year's Research at the Lab

Sharing Across Cultures

If your child is between 3 and 6 years old, he or she may have participated in one of our sharing studies. We studied 3- and 5-year old children from different socio-economic backgrounds in Brazil, the U.S., Fiji, China and Peru. We were interested to see if different cultural or economic environments might affect children's sharing tendencies. Across the globe, the 3-year old children displayed pronounced traits of self-interest, but by

"...across cultures, children start to reduce their self-oriented tendencies by age five..."

age 5, the children were much more equitable in the sharing trials. It appears that across cultures, children start to reduce their self-oriented tendencies by age 5, displaying increased equity and benevolence toward others. By 5, children also become able to understand the mental state of another person, and to predict how they will act, influencing their ability to share more equitably.

Dynamic Faces

Parents of infants under 1 year old might have brought your children in to participate in our studies of face recognition. We were interested in determining infants' abilities to discriminate faces, and in understanding what type of cues they use for such discrimination.

The infants were shown images of familiar and unfamiliar faces on a TV monitor. These faces might have been still (static) or moving (dynamic). They may have also been clear images of the face, or altered (like showing it in a negative film image). We started by showing the infants a picture of a stranger until they memorized and/or got tired of looking at it (i.e., they

habituated to the image). We then showed infants an image of a new stranger's face, or their mother's face.

Our research demonstrated that at 4 months of age, infants could discriminate between familiar and unfamiliar faces, just using the static cues of the face, like a non-moving face image. By 8 months of age, infants become more sensitive to dynamic, or moving, cues. They were able to identify the dynamic/negative images of their mother's face although they were not yet able to identify the dynamic images of the stranger's face. This data shows that between 4 and 8 months, infants begin to use dynamic, or moving, cues to process and memorize familiar faces.



Prosocial Behavior in Children

Our associates in the Anthropology department are still hard at work on their project investigating prosocial behavior in children! The purpose of this project, carried out in conjunction with our lab, is to determine the age at which children begin to understand that they are in a position to give something to another child, at no cost to themselves, without being told to share.

The procedure utilizes a candy machine and a sticker machine with which the child can choose

either a reward for themselves, or a reward for themselves and another child. The researchers are also hoping to see if this behavior differs between children who are familiar with each other and those who are not. Thus, the study has been done on children who know each other (from the same class in their school or daycare) and children who do not know each other (brought to the Child Study Center). We don't have any results to report yet, but we hope to be able to by the next newsletter!

Emory
University
Infant & Child
Development
Center

*What do
infants
perceive?*

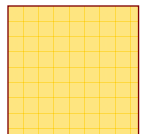
*How do children
understand the
world?*

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*We extend extra special thanks to our
Fall Research Assistants:*

*From Top Left: Jamie Lawler, Zoe Anderson, Pamela Hanafi,
Danielle Fontus, and Research Fellow Lara Furieri*



**YOUR FAMILY
ATLANTA, GA**

