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Title: How early social interactions may shape the development of infant visual attention?

For many decades neurocognitive developmental research has been informed by the Information Processing (IP) account of cognition, which considered cognitive skills as specific computations dependent solely on brain activity. IP accounts treated infants as individuals that develop their cognitive skills independently of their environment and neglected the role of social interactions for shaping brain functions. This view has been challenged from different positions, notably by pioneers of the second-person neuroscientific approach (Schilbach et al. 2013), dynamical systems (Thelen and Smith 1994) or the embodied cognition approach (e.g. Clark 2008). These theoretical advancements have transformed developmental cognitive neuroscience to the extent that infant cognition is viewed as developing in close relation to social interactions with caregivers. In my talk I will sketch this perspective, suggesting how the daily experience of repeated social interactions during first months of life may shape the development of different aspects of infant visual attention. I will illustrate this approach with recent research from our lab (Babylab UW, University of Warsaw) showing how dyadic infant-parent activity during interaction is related to the development of specific measures of attention in the infant.