



First impressions matter: Warm-up play impacts toddlers' cooperative ability with a same-aged peer

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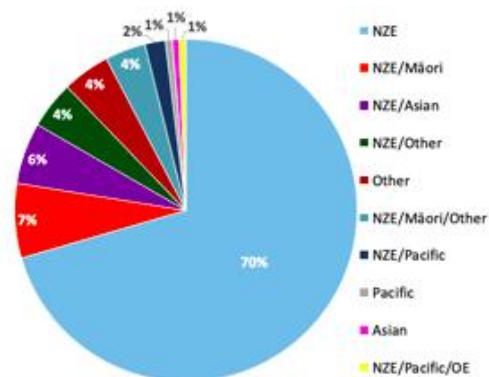


Introduction

- 2-year-olds can coordinate their actions with same-aged peers, although their ability is not as well-developed as older children (Brownell et al., 2006).
- Markers of a cooperative interaction quality such as affiliative or antagonistic behaviour shapes the extent to which cooperative partners can and are willing to attain shared goals (e.g., Endendijk et al., 2015; Schuhmacher et al., 2015).
- One possibility is that these social behaviours convey cooperative intentionality (Hunnus et al., 2009).
- It remains unknown whether peers' first impressions (i.e., the quality of an initial interaction) supports their initial interaction

Participants

- N = 95 dayds (Male = 43, Female = 52)
- $M_{age} = 22.7$ months; $SD_{age} = 1.87$ months
- Subsample of The Origins and Roots of Cooperative Action longitudinal study



Procedure & Coding

1. WARM-UP PLAY (8 min)



BLOCK 1 (first 90 seconds)

BLOCK 2 (last 90 seconds)

INTERACTION QUALITY

Affiliation YES|NO
Smiling, helping, enthusiasm

Antagonism YES|NO
Hindering, negative directing

2. COOPERATION (3 min)



INTERACTION QUALITY

Affiliation YES|NO
Smiling, helping, enthusiasm

Antagonism YES|NO
Hindering, negative directing

Results

Table 1

Results for Generalised Estimating Equations Using Warm-up Play Interaction Quality as Predictors of Cooperative Task Interaction Quality and Ability

Warm-Up Interaction Quality	Outcomes									
	Cooperative Task Interaction Quality					Cooperative Task Ability				
	Affiliation		Antagonism		Initiating		Responding		Success	
Estimate	X ²	Estimate	X ²	Estimate	X ²	Estimate	X ²	Estimate	X ²	
Affiliation Block 1	.57(.40)	2.05	.23(.43)	.29	.58(.26)	4.88*	-.38(.30)	1.61	-.05(.04)	1.41
Affiliation Block 2	.03(.39)	.01	-.35(.49)	.51	.06(.32)	.03	.11(.32)	.12	-.02(.03)	.56
Antagonism Block 1	1.18(.52)	5.07*	1.44(.59)	6.03*	-.05(.50)	.01	.73(.45)	2.67	-.13(.11)	1.52

Discussion

- Behaviours which undermine the initial warm-up interaction quality may not impact cooperative ability, but are prone to emotional spillover across contexts.
- In line with previous research (Schuhmacher et al., 2015), children who initially exhibit behaviours that support cooperative exchanges may be more motivated to cooperate.

First impressions impact future cooperative behaviour. Considerations regarding spillover should be made when designing future studies.

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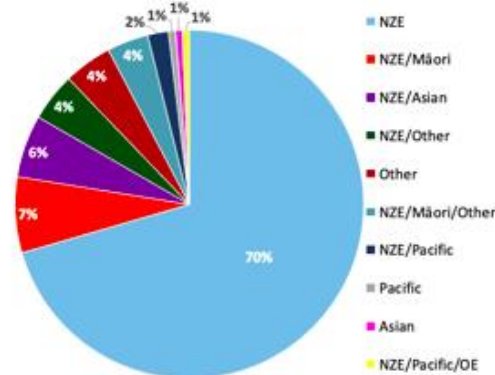
Introduction

intentionally (Hunnus et al., 2009).

- It remains unknown whether peers' first impressions (i.e., the quality of an initial interaction) supports their initial interaction quality supports their future cooperative interaction quality and ability.
- Exploring this question is key since many studies on toddlers' cooperative ability rely on an initial warm-up period prior to the cooperative interaction of key interest.
- Consistent with spill-over hypotheses, we expected that warm-up affiliation and antagonism would enhance and hinder children's cooperative ability, respectively.

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Procedure & Coding



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BLOCK 2 (last 90 seconds)

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2. COOPERATION (3 min)



INTERACTION QUALITY

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Smiling, helping, enthusiasm

Antagonism YES|NO
Hindering, negative directing

COOPERATIVE ABILITY

Initiating YES|NO
Goal achieved & child pressed handle 1st

Responding YES|NO
Goal achieved & child pressed handle 2nd

Success YES|NO
Dyad achieved goal of activating the robot

Results

	1	2	3	4	5	6	7	8	9	10
Antagonism Block 1	1.18(.52)	5.07*	1.44(.59)	6.03*	.05(.50)	.01	-.73(-.45)	2.67	-.13(-.11)	1.52
Antagonism Block 2	.51(.36)	2.01	-.15(-.44)	.12	.32(.08)	.78	.11(.32)	.12	-.03(-.04)	.74

Note. Estimated parameters (with standard errors in parentheses) are presented. Standard errors reflect sandwich estimator values. X^2 indicates Wald statistic. Block 1 = first 90 seconds of eight-minute warm-up interaction. Block 2 = last 90 seconds of eight-minute warm-up interaction. * indicates $p < .05$.

- Children who displayed antagonistic behaviour during Block 1 of the warm-up were more likely to show affiliative behaviour and antagonistic behaviour during the cooperative task.
- Children who displayed affiliative behaviour during Block 1 of the warm-up were more likely to engage in initiating behaviours, but not responding or cooperative success.

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First impressions impact future cooperative behaviour. Considerations regarding spillover should be made when designing future studies.