3.2 Caregiver-Infant Interactions: Reciprocity and Interactional Synchrony: Test Pack

AQA 7182 · about 15 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Define 'reciprocity' as it applies to caregiver-infant interaction in early attachment research. In your definition name the key features researchers look for when identifying reciprocity.

(Total for Question 1 is 2 marks)

2 A short observation note: 'During a 3 minute play session, the caregiver and infant smiled at each other repeatedly. The infant often smiled immediately after the caregiver, but on two occasions both smiled at the same moment.' Identify whether this behaviour is best described as reciprocity or interactional synchrony, and justify your answer with reference to the occurrence timing.

(Total for Question 2 is 4 marks)

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3 State three ways researchers could try to increase the reliability of observational coding of interactional synchrony.

(Total for Question 3 is 3 marks)

4 Outline Meltzoff and Moore's (1977) study of neonatal imitation in caregiver-infant interaction, describing the procedure and the key finding and its implication for early social interaction.

(Total for Question 4 is 4 marks)

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Mark scheme · 3.2 Caregiver-Infant Interactions: Reciprocity and Interactional Synchrony: Test Pack

Question 1

identifies reciprocity as turn-taking, contingent exchanges between caregiver and infant oe	**B1**
mentions key features such as reciprocal timing, responsiveness and coordinated back-and-forth interaction oe	**B1**

Answer: Reciprocity is the back-and-forth, turn-taking interaction between caregiver and infant in which each responds contingently to the other's signals; key features include timing, responsiveness and contingent exchange.

Question 2

identifies reciprocity as the best description for repeated instances where the infant smiled after the caregiver oe	**B1**
justifies by linking infant-smiles-immediately-after to contingent turn-taking characteristic of reciprocity oe	**M1**
notes that the two occasions of simultaneous smiling illustrate interactional synchrony, distinguishing the two processes in the same observation oe	**A1**
concludes that the overall pattern is mainly reciprocity with occasional synchrony oe	**B1**

Answer: Mainly reciprocity, because the infant usually smiled immediately after the caregiver, showing contingent turn-taking. The two simultaneous smiles are examples of interactional synchrony, so both processes occurred but reciprocity predominated.

Question 3

use a clear, operational coding scheme with precise definitions of behaviours oe	**B1**
train multiple independent observers and measure inter-observer reliability oe	**B1**
use video recording so coders can rewatch ambiguous moments oe	**B1**

Answer: Use a precise operational coding scheme; train multiple independent observers and calculate inter-observer reliability; and use video so coders can rewatch moments.

Question 4

outlines the procedure: adults presented facial gestures and manual actions to neonates while observers recorded infants' matching responses oe	**M1**
states that very young infants, including neonates, were tested on actions such as tongue protrusion, mouth opening and lip protrusion oe	**M1**
reports the key finding that neonates produced matching facial or manual responses to the adult models oe	**A1**
states the implication that infants may be born with an ability to imitate and coordinate with adults, supporting early social interaction development oe	**A1**

Answer: Meltzoff and Moore (1977) presented facial gestures and manual actions to neonates while observers recorded infants' responses. They tested very young infants on actions such as tongue protrusion and mouth opening. They found neonates produced matching responses to the adult models, implying infants may be born with an ability to imitate and so can engage in early coordinated social interaction.

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