

**PC-001****Toddlers understanding of normativity and competition**

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The current study used the game of 'Snakes and Ladders' to explore 3- to 5-year-olds' understanding of competitive advantage. Children participated in two games. In each game they played against two puppets: one of which played according to the rules (up the ladder, down the snake) while the other one played against the rules. In the Up-condition this puppet went up snakes and not down snakes (gaining competitive advantage). In the Down-condition this puppet went down ladders and not up ladders (losing competitive advantage). The children showed greatest explicit protest (i.e., explicit intervention) when the Up-puppet did not move down the snake (40%). Interestingly, moving up the snake resulted in less explicit protest (26.6%). Moreover, only in 20% of the cases did children protest when the Down-puppet did not climb up the ladder. No child explicitly protested when the Down-puppet moved down the ladder. Most children, when explicitly asked, wanted to play with the Down-puppet again, in the down condition (73%) but they wanted to play with the correct playing puppet in the up condition (53.3%). This shows that children preferred the puppet that would give them an advantage. The fact that the children explicitly protested more when the Up-puppet did not go down the snake, versus moving up the snake, suggests that they are demonstrating loss aversion. For Brennen et al [2007] "losses loom larger than gains." That is the children are more aware of and seem to have a heightened response to losses over gains.

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**PC-002****The impact of the first school years on children's phoneme identification and verbal comprehension skills**Renata Kiss<sup>1</sup>, Jolan Patai<sup>2</sup><sup>1</sup> Doctoral School of Education, Szeged, Hungary<sup>2</sup> Research Group on the Development of Competencies, Szeged, Hungary

Early, diagnostic testing of the skills of children is an essential task, since subsequent development is based on the skills tested. In our country, the DIFER test (Nagy et al. 2004a, 2004b) has proved to be a reliable testing form from early childhood, but early childhood testing is subjective in many cases, depending on the person recording. In our work we are aiming at the [1] development of an online tool to test children's

phoneme identification and verbal comprehension skills, the [2] implementation of objective testing and the [3] examination of crossection of skills development of children with particular attention to the nursery-school transition. In our test (Cronbach's  $\alpha=0.865$ ) we applied the recognition and location of a sound in a word and the 15 items of the child's Token test (Pléh et. al., 2002). The test was filled by children born between 2005 and 2009 (N=578) in the online system of eDia, using tablets and headsets. Among the children born in 2009, two versions of the test were recorded. The test included parental background questionnaire as well. Our results demonstrated that the children born in 2008 performed significantly differently from all three ages ( $p<.05$ ). There were no significant differences detected between the first and second graders of primary school nor between any of the age groups, however both graders' performance was significantly better than that of the pre-school children ( $p<.05$ ). The specific improvements did not significantly affect the results of the children. Based on the results it can be stated that entering primary school, guided public education and literacy determines the development of phoneme identification and verbal comprehension processes.

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### **PC-003**

## **Explaining the moral of the story**

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Although storybooks are often used as pedagogical tools for conveying lessons to children, the ability to spontaneously extract underlying themes develops late, and often not until adolescence. It has been proposed that children fail to represent the problem at the optimal level of representation – one that highlights abstract generalizations and understates surface features. Research suggests that the constraints imposed by generating explanations lead children to privilege hypotheses that highlight abstract structure. We therefore hypothesized that generating explanations while listening to a story may promote children's ability to extract the theme.

Five- and 6-year-olds were assigned to either explain or control conditions. The experimenter began by reading an illustrated storybook to children. In the explain condition, children were asked why a key story event occurred. In the describe condition, children were asked what the key story event was. Afterwards, children completed four dependent measures to assess understanding of the theme: 1) reading comprehension (true/false questions about the story), 2) vignette selection (select