

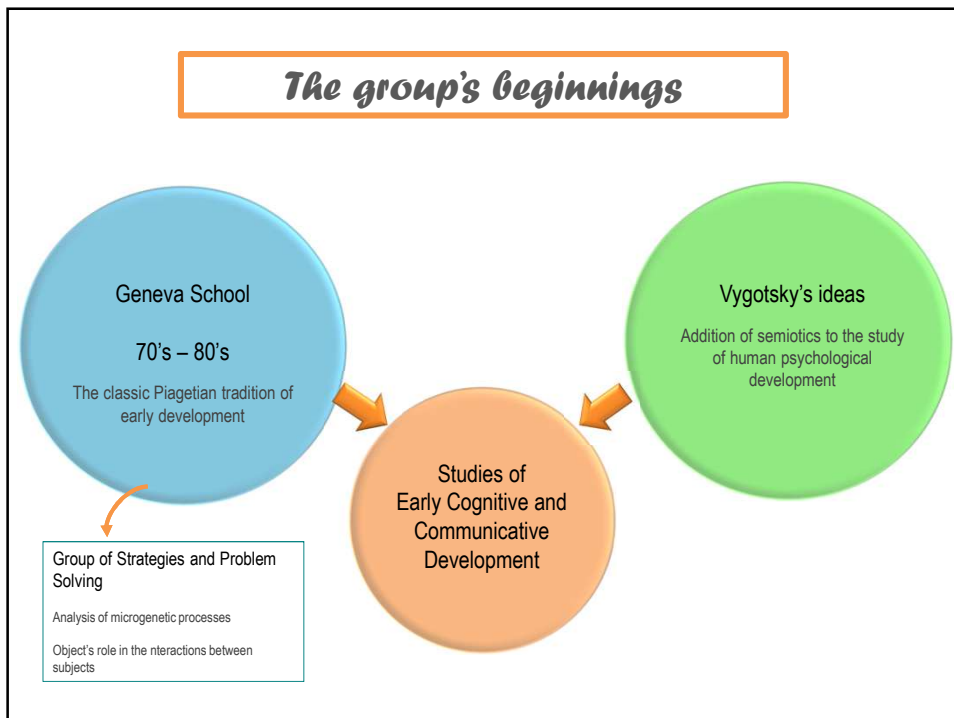
D+TEDUCA
Desarrollo Temprano y Educación

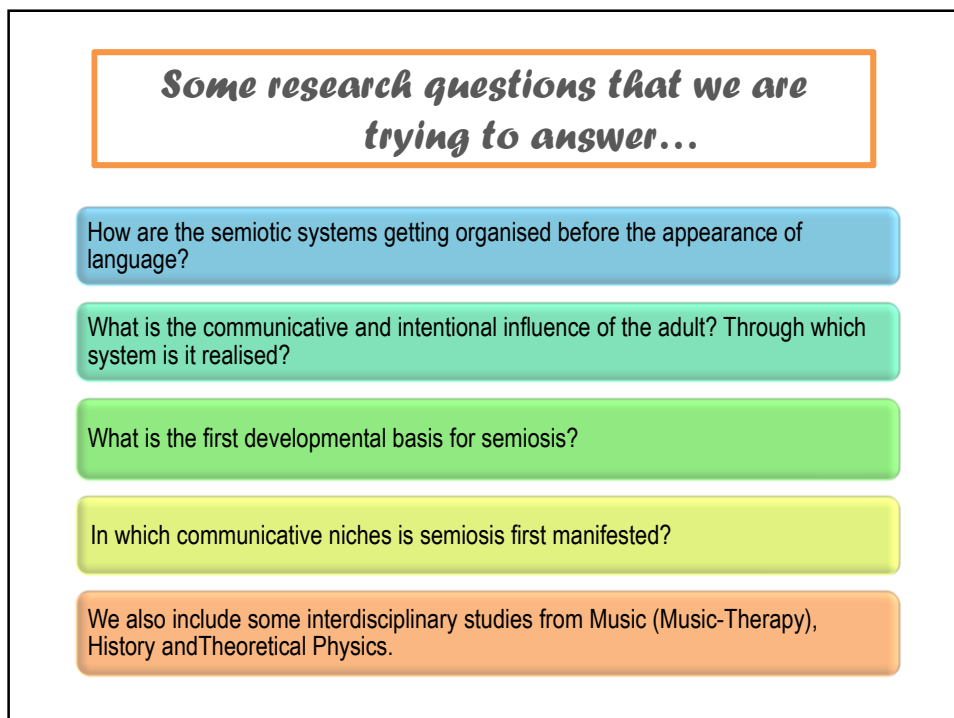
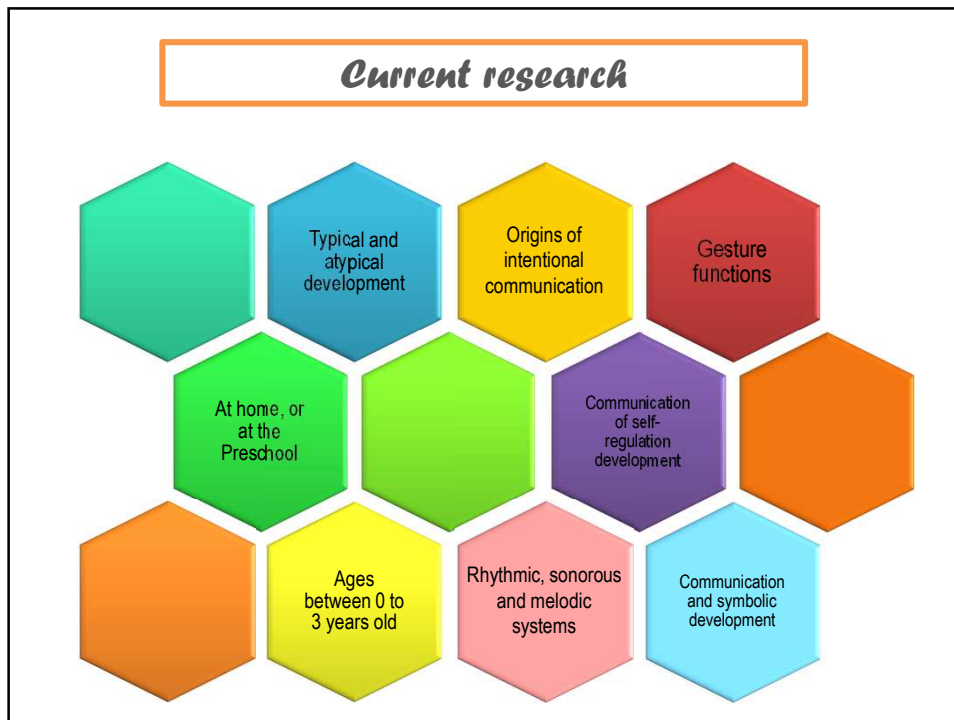
RESEARCH GROUP
"EARLY DEVELOPMENT AND EDUCATION"

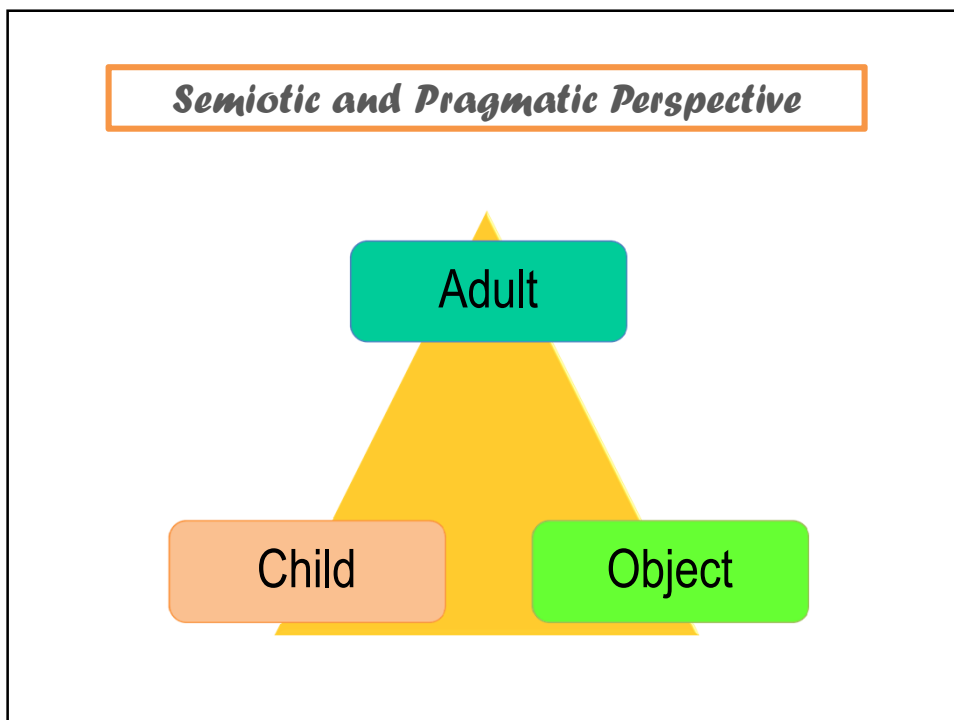
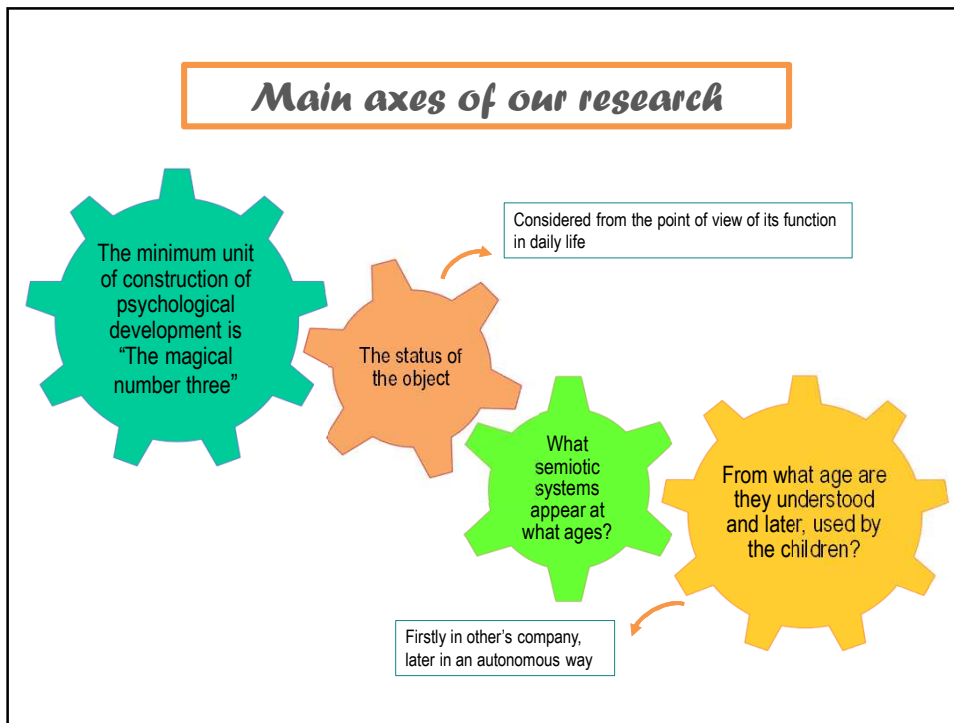
Ana Moreno Núñez

UAM
UNIVERSIDAD AUTÓNOMA
DE MADRID

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Some of the research in progress at this time relate to the following topics:

First symbolic productions in typical and atypical development, in school or family contexts

- At some point late in the first year of life, children begin to "act as if", begin to use an object as another, or use the appropriate objects outside the context of regular use, or to represent absent objects.
- The child gradually produces meanings represented detached from material reality.

- The adult is central to introduce children to the first conventional and symbolic uses of objects.
- If the objects are defined by their function, have cultural properties and rules that have been agreed, then the symbolic productions can not be outside that characterization.
- Without taking in account common rules on children's use of objects, we cannot understand the meaning of their symbolic productions.

Some of the research in progress at this time relate to the following topics:

Intentional communication with an interrogative function

- A fruitful area of research, inspired by Piaget, is initiated in the 70's by Bates, Camaioni and Volterra on the origin of intentional communication in children before language. The illocutionary phase begins with protoimperatives (children use the adult to get something of the world) and protodeclaratives (children use the object to get the attention of adults).
- Both types of communicative acts have been the focus of interest of researchers dedicated to typical and atypical development.

- However, even with the first intentional communicative gestures, we note:
 - (1) the absence of references to the role of the adult, and perhaps in part as a result,
 - (2) the absence of other functions besides declarative gestures and imperative ones.
- All of this ignores the possibility that children can communicate intentionally in an interrogative way (protointerrogatives) to "ask" something, giving to the adult a regulatory role when they encounter some difficulty performing a task with a complex object.

Some of the research in progress at this time relate to the following topics:

Origin and development of gestures and private uses of objects in typical and atypical development

- At some point in development, children know that "things have to be done in a certain way and not in any way", that "the objects are to be used in certain ways" and so on.

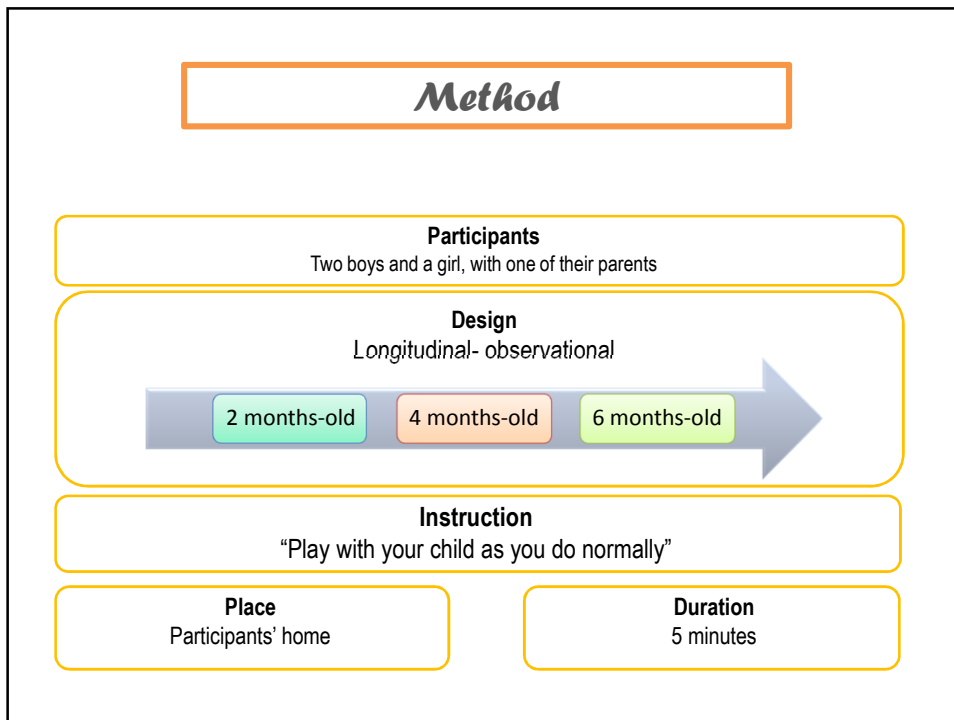
- To succeed in the use of complex objects, they begin to produce gestures and private uses as "ways of thinking aloud" to self-regulate their own behavior when encountering a difficulty in a situation of solving a problem with complex objects.

Some of the research in progress at this time relate to the following topics:

Origin and development of systems-rhythmic-melodic sound in both typically developing and children at risk in a hospital context

- We hypothesize that rhythm, sound and melody constitute a semiotic system, which is very likely the first to be operated in situations of communication between adult and child about and through an object in the first months of life.

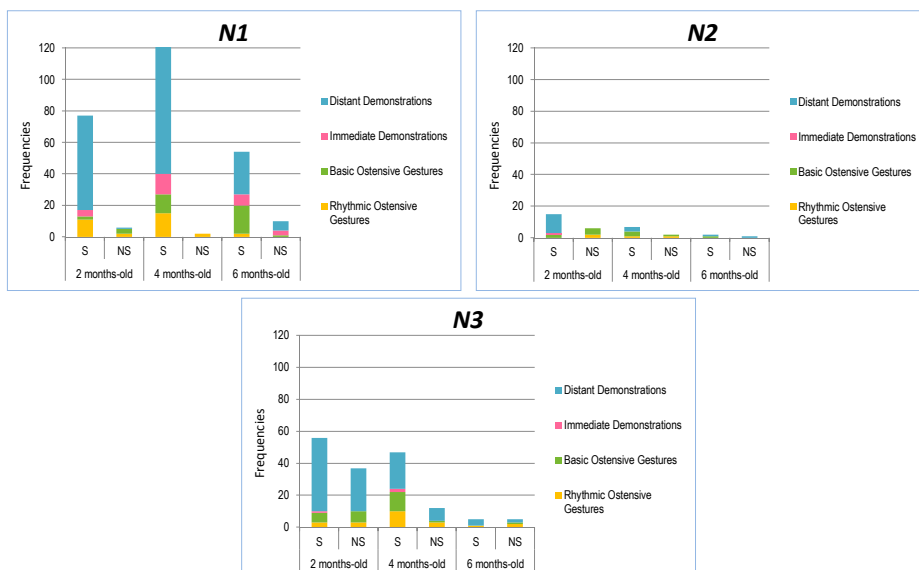
- In these kind of situations of interaction, the adult gradually introduces the material world, which allows the child to appropriate the different communicative resources the other gives to him from the beginning.



Observation's Categories

CHILD	ADULT
<p>Attention <i>Towards the object</i> <i>Towards the adult</i> <i>Towards the adult's action</i></p> <p>Emotional Expression <i>Smiles</i> <i>Shouts</i></p> <p>Use of Objects <i>Non-Conventional Uses</i> <i>Premises to Conventional Uses</i> <i>Conventional Uses</i></p> <p>Gestures <i>Ostensive gestures to themselves</i></p> <p>Vocalizations</p>	<p>Emotional Expression <i>Smiles</i> <i>Laughs</i></p> <p>Communicative Mediators Demonstrations <i>Distant</i> <i>Immediate</i> Ostensive Gestures <i>Basic or Non-rhythmic ostensive gestures</i> <i>Rhythmic ostensive gestures</i> Language, Verbalizations and/or Vocalizations</p>

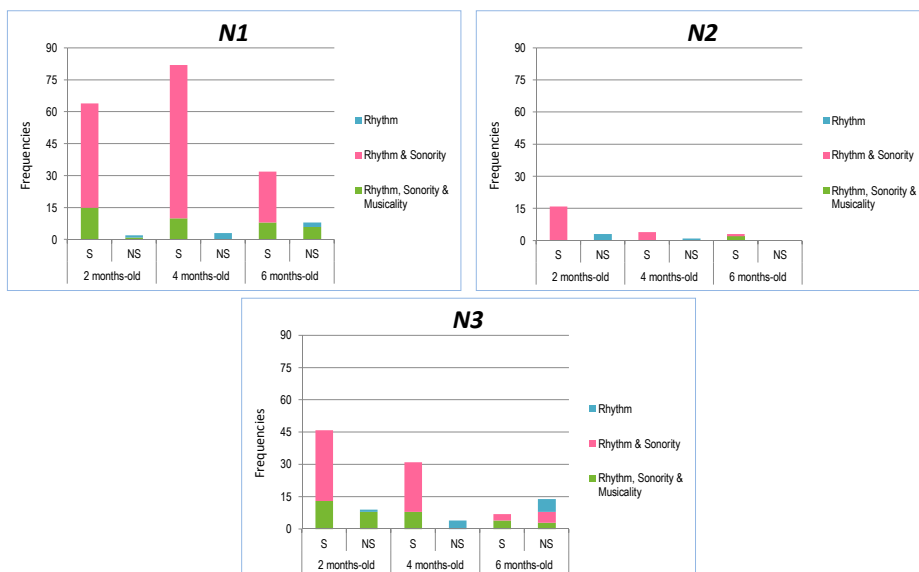
Adult's Uses of Objects



Results

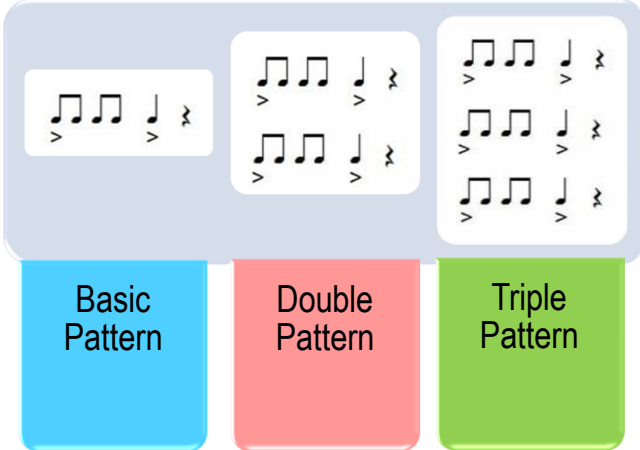
How and when do adults add rhythm, sonority and melody to their object demonstrations and their gestures?

Rhythmic, sonority and melody in adult's uses



Results

Predominant rhythmic pattern:

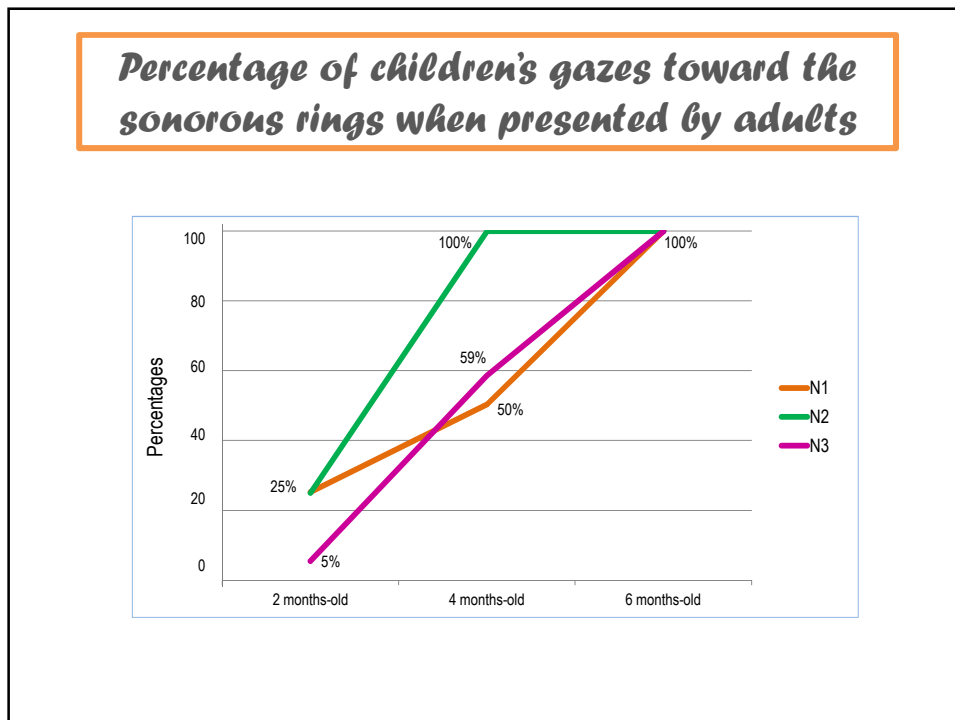
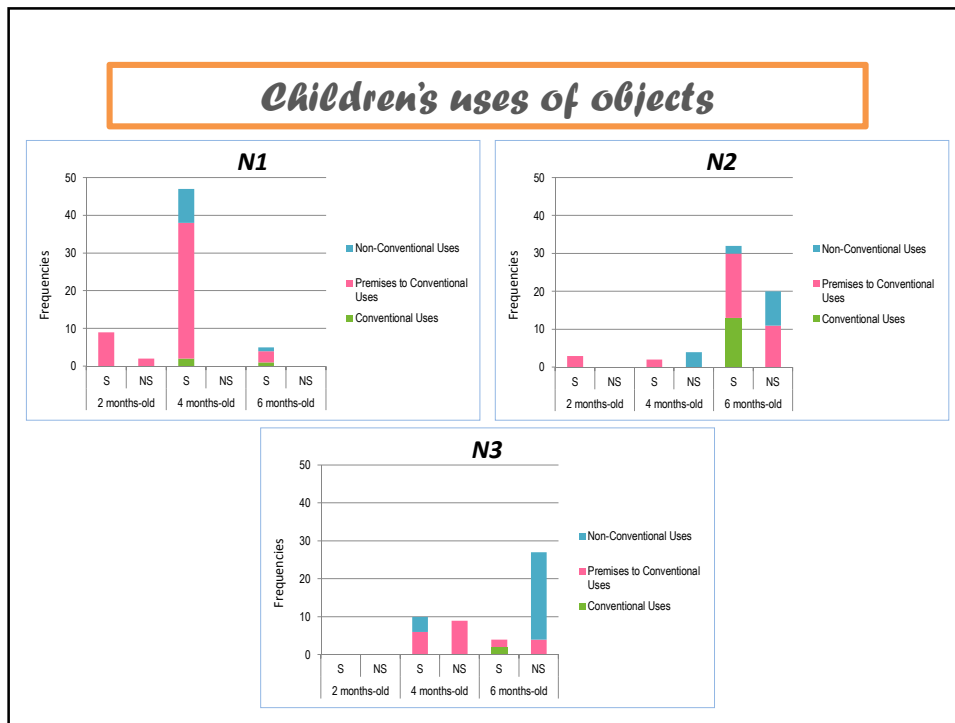


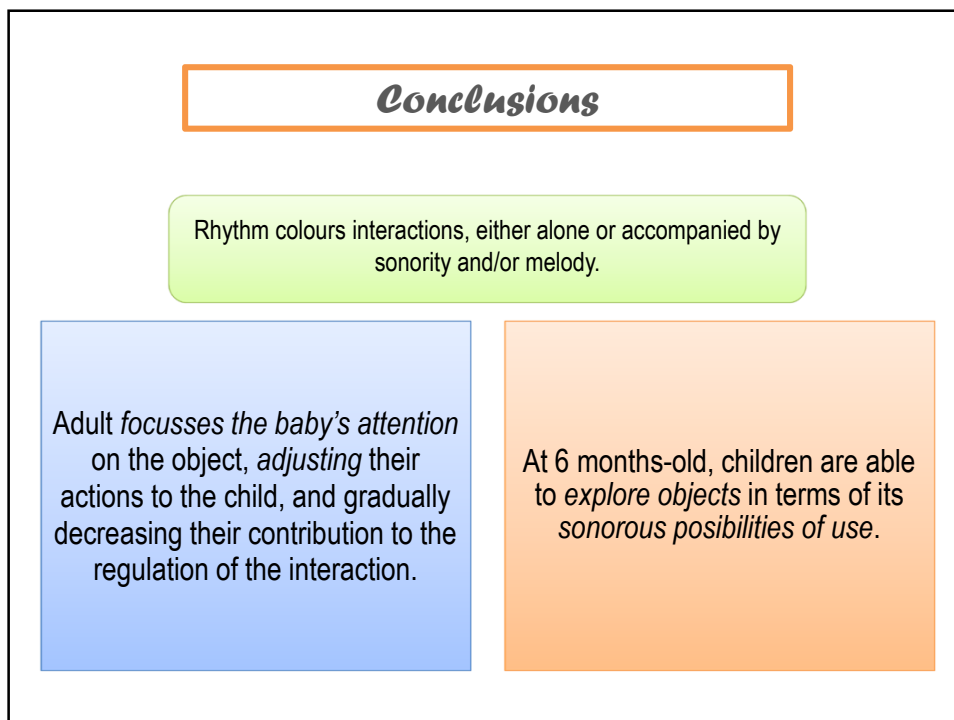
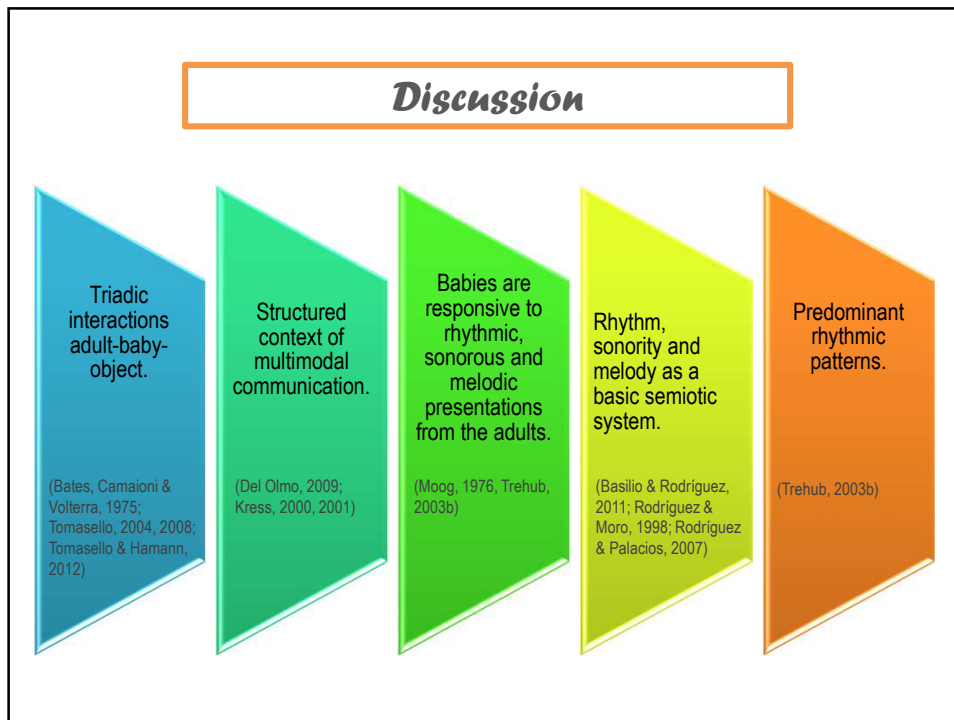
The diagram illustrates three rhythmic patterns. The 'Basic Pattern' (blue box) shows a sequence of four notes: two eighth notes, a quarter note, and a quarter rest. The 'Double Pattern' (red box) shows two instances of the basic pattern. The 'Triple Pattern' (green box) shows three instances of the basic pattern. Each pattern is represented by a musical staff with notes and rests, and a small box below it containing the same pattern.

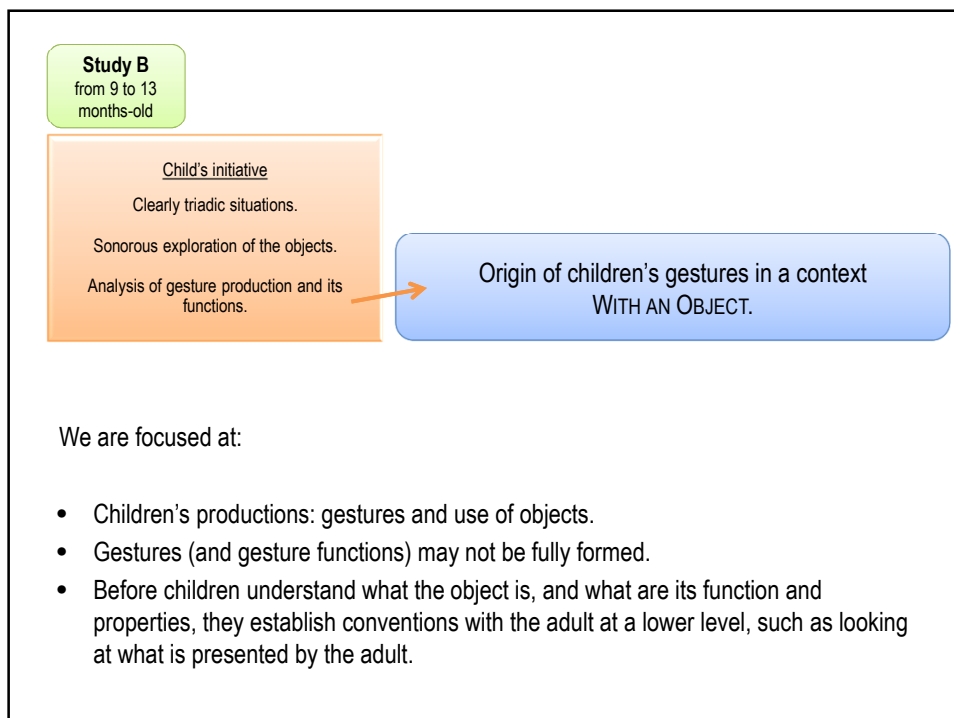
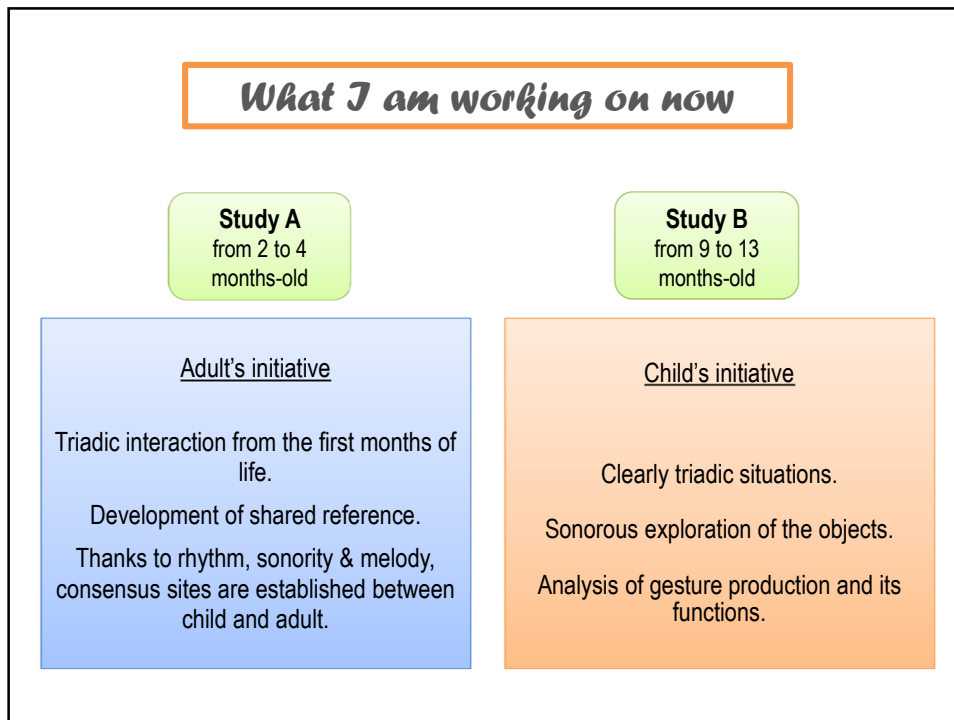
Basic Pattern Double Pattern Triple Pattern

Results

What kind of uses do children produce?









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Rhythm, sonority and melody in triadic interactions during the first year of life

ana.moreno@uam.es

