



## Research

**Cite this article:** Barrett HC, Broesch T, Scott RM, He Z, Baillargeon R, Wu D, Bolz M, Henrich J, Setoh P, Wang J, Laurence S. 2013 Early false-belief understanding in traditional non-Western societies. *Proc R Soc B* 280: 20122654.  
<http://dx.doi.org/10.1098/rspb.2012.2654>

Received: 8 November 2012

Accepted: 3 January 2013

### Subject Areas:

cognition, evolution, behaviour

### Keywords:

theory of mind, evolutionary psychology, false-belief understanding, social cognition, human universals

### Author for correspondence:

H. Clark Barrett

e-mail: [hclarkbarrett@gmail.com](mailto:hclarkbarrett@gmail.com)

Electronic supplementary material is available at <http://dx.doi.org/10.1098/rspb.2012.2654> or via <http://rspb.royalsocietypublishing.org>.

# Early false-belief understanding in traditional non-Western societies

H. Clark Barrett<sup>1</sup>, Tanya Broesch<sup>2</sup>, Rose M. Scott<sup>3</sup>, Zijing He<sup>4</sup>, Renée Baillargeon<sup>5</sup>, Di Wu<sup>6</sup>, Matthias Bolz<sup>7</sup>, Joseph Henrich<sup>8</sup>, Peipei Setoh<sup>5</sup>, Jianxin Wang<sup>9</sup> and Stephen Laurence<sup>10</sup>

<sup>1</sup>UCLA Department of Anthropology, 341 Haines Hall Box 951552, Los Angeles, CA 90095, USA

<sup>2</sup>Department of Psychology, Simon Fraser University, 8888 University Drive, Burnaby, British Columbia, Canada V5A 1S6

<sup>3</sup>School of Social Sciences, Humanities and Arts, University of California Merced, 5200 North Lake Road, Merced, CA 95343, USA

<sup>4</sup>Department of Psychology, Sun Yat-sen University, 135 Xingangxi Road, Guangzhou, Guangdong 510275, People's Republic of China

<sup>5</sup>Department of Psychology, University of Illinois, 603 East Daniel Street, Champaign, IL 61820, USA

<sup>6</sup>Psychology Department, Cedarville University, 251 N. Main St., Cedarville, OH 45314, USA

<sup>7</sup>Department of Social Neuroscience, Max Planck Institute for Human Cognitive and Brain Sciences, 04103 Leipzig, Germany

<sup>8</sup>Departments of Psychology and Economics, University of British Columbia, 2136 West Mall, Vancouver, British Columbia, Canada V6T 1Z4

<sup>9</sup>Center for Studies of Ethnic Minorities in Northwest China, Lanzhou University, 9 Jiayuguan West Road, Lanzhou 730020, People's Republic of China

<sup>10</sup>Department of Philosophy, University of Sheffield, 45 Victoria Street, Sheffield, S3 7QB, UK

The psychological capacity to recognize that others may hold and act on false beliefs has been proposed to reflect an evolved, species-typical adaptation for social reasoning in humans; however, controversy surrounds the developmental timing and universality of this trait. Cross-cultural studies using elicited-response tasks indicate that the age at which children begin to understand false beliefs ranges from 4 to 7 years across societies, whereas studies using spontaneous-response tasks with Western children indicate that false-belief understanding emerges much earlier, consistent with the hypothesis that false-belief understanding is a psychological adaptation that is universally present in early childhood. To evaluate this hypothesis, we used three spontaneous-response tasks that have revealed early false-belief understanding in the West to test young children in three traditional, non-Western societies: Salar (China), Shuar/Colono (Ecuador) and Yasawan (Fiji). Results were comparable with those from the West, supporting the hypothesis that false-belief understanding reflects an adaptation that is universally present early in development.

## 1. Introduction

Among the abilities that distinguish humans from our closest evolutionary relatives and all other animals is our capacity to represent and reason about the minds of our fellow humans. Some components of this ability, known as *theory of mind* or *psychological reasoning*, have evolutionary homologues in other species; for example, many animals are sensitive to cues of aggressive intent such as bared teeth, and cues of being seen such as gaze [1]. However, compared with other species, humans show an extraordinary facility with making inferences about the *beliefs* of others, and in particular, false beliefs [2,3]. The ability to track others' beliefs may yield significant fitness benefits in cooperation, competition, communication and cultural transmission [4–6]. For example, social learning in young children appears to gain a substantial boost from inferences about others' mental states [6,7]. However, despite hundreds of studies of false-belief understanding in children, controversy remains about just when and how this ability develops. Here, we present evidence



© Copyright 2007 by World Trade Press. All Rights Reserved.

**Figure 1.** Maps showing the locations of the Salar (China), Shuar/Colono (Ecuador), and Yasawan (Fiji) field sites. (Online version in colour.)

from young children in three diverse, traditional, non-Western cultures which suggests that false-belief understanding emerges early in development as part of an evolved, species-typical adaptation for psychological reasoning.

The dominant view has been that false-belief understanding develops relatively late, at age 4 or 5 years, in Western populations. The primary evidence for this view derives from *elicited-response* tasks [8–13]. In these tasks, children are presented with a scene where an agent holds a false belief about some aspect of the scene, and they are asked a direct question about the agent's likely behaviour. For example [9], children listen to a story enacted with props: an agent hides her toy in one of two locations and leaves; in her absence, the toy is moved to the other location. Children are asked where the agent will look for her toy when she returns. At age 4 or 5, Western children typically answer correctly, pointing to the first location; by contrast, most 3-year-olds point to the second (current) location, suggesting that they do not yet understand that the agent will hold a false belief about her toy's location. Similar tasks with non-Western children have shown substantial cultural variability in development, with false-belief understanding emerging as late as 7 years of age in some societies [13–15]. Psychologists and anthropologists have suggested a variety of factors that might affect both the development of theory-of-mind abilities in childhood and their deployment in adulthood [16–18] (see the electronic supplementary material, §1). Taken together, this evidence suggests that false-belief understanding is acquired between about 4 and 7 years of age via culturally- or environmentally-driven domain-general learning processes.

However, recent evidence from *spontaneous-response* tasks in the West suggests that false-belief understanding may be present much earlier [19]. In these tasks, children are again presented with an agent with a false belief; instead of asking how the agent will act, however, investigators measure children's spontaneous responses to the unfolding scene. Many tasks focus on looking behaviours: for example, researchers measure *whether children look preferentially* at outcomes depicting the agent's likely actions (preferential-looking tasks), they record *where children look* as they anticipate which location the agent will approach (anticipatory-looking tasks) or they monitor *how long children look* when the agent's beliefs and actions are inconsistent (violation-of-expectation tasks). Positive results have been obtained using such tasks with Western children in the third [20–23], second [24–28] and even first [29,30] year of life. These results have led a number of researchers to question the dominant view and

to propose that (i) false-belief understanding depends on evolved, domain-specific psychological-reasoning processes that emerge early in development [31,32], and (ii) compared with spontaneous-response tasks, elicited-response tasks are more challenging because they also involve executive functions, and so overwhelm young children's limited information-processing resources ([22,33]; for discussion and alternative interpretations, see [34–36]).

The present research sought to contribute new evidence to the ongoing debate over the developmental origins and universality of false-belief understanding by testing young children in non-Western societies with spontaneous-response tasks: until now, these tasks have been used exclusively with Western children. We reasoned that if performance in spontaneous-response tasks was cross-culturally variable, this would provide evidence that false-belief understanding is acquired via culturally- or environmentally-driven domain-general learning processes, with different societies showing different developmental trajectories. On the other hand, if children in traditional, non-Western societies succeeded at spontaneous-response tasks at the same early ages as Western children, this would provide evidence that false-belief understanding reflects an evolutionary adaptation for psychological reasoning that is universally present early in development.

We tested young children in three diverse, traditional, non-Western societies (figure 1): a Salar community in China, a Shuar/Colono community in Ecuador and a Yasawan community in Fiji (a fourth field site in Kenya produced no usable data, see the electronic supplementary material, §6). The Salar are a Turkic-speaking ethnic minority in rural north-west China who live in small, traditional settlements. The Shuar/Colono community is a mix of native Amazonians (Shuar), who were traditionally hunter-horticulturalists, and Ecuadorian immigrants from the Andes (Colono), both of whom now practice small-scale agriculture in the rural Amazon region. Our Fijian sample was from a small village in the Yasawa Island chain, separated from mainland Fijian society. Although these societies are very different in culture and language, they all diverge from the West along several dimensions that could be critical for cognitive development: they are small, rural, non-industrialized, non-wealthy communities, with low levels of formal education [37]. Given the vast disparities among these societies, and between them and the West, spontaneous-response tasks with young children in these societies provided a strong test between the two competing views above.

## 2. Methods and results

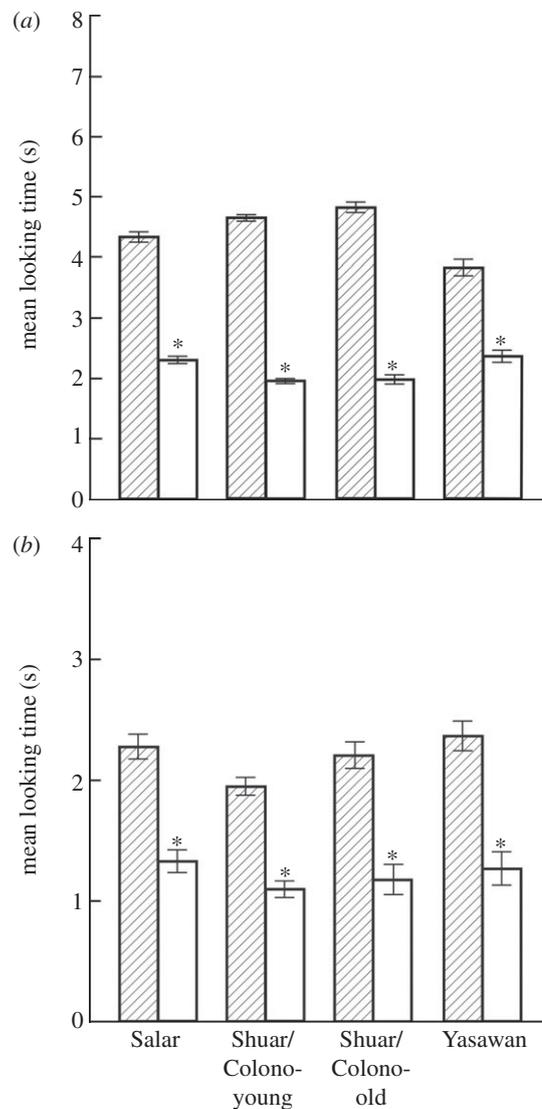
We adapted three spontaneous-response false-belief tasks developed at the University of Illinois Infant Cognition Laboratory: a verbal preferential-looking task [22], a verbal anticipatory-looking task [21] and a largely non-verbal violation-of-expectation task [25]. Children were tested in Salar (Salar), Spanish (Shuar/Colono) or the Fijian dialect of their village (Yasawan) (see the electronic supplementary material, §§3–5). Data for all three studies are available on the project website at <http://www.philosophy.dept.shef.ac.uk/culture&mind/Data>.

### (a) Verbal preferential-looking task

The verbal preferential-looking task [22] exploited children's well-established tendency to look preferentially at scenes that match the utterances they hear [38]. Children listened to a false-belief story involving two characters, C1 and C2 (for expository ease, all descriptions in this report involve females). In the story, C1 hid an object in one of two containers; in her absence, C2 moved the object to the other container. The story was accompanied by a picture book with 8–10 double-pages that presented photos of local actors and objects. The initial double-pages introduced the characters (*introduction* trials) and set up the story (*set-up* trials); in each set-up trial, one photo matched the storyline (matching picture) and one was irrelevant (non-matching picture). In the final double-page (*test* trial), one photo showed C1 searching for the object where she falsely believed it to be (initial-location picture), and the other showed C1 searching for the object in its current location (current-location picture). While viewing this double-page, children heard the final line of the story, which stated that C1 was looking for the object. If children represented C1's false belief, they should look longer at the initial-location picture than at the current-location picture. In the original Western sample, children looked reliably longer at the matching than at the non-matching picture during the set-up trials, and at the initial-location picture than at the current-location picture during the test trial (this last result reversed when C1 saw C2 move the object to its current location).

Children were tested in Salar ( $n = 25$ , range = 29–51 months,  $M = 40$  months), Shuar/Colono, and Yasawan ( $n = 11$ , range = 26–43 months,  $M = 33$  months) communities; the Shuar/Colono sample included a younger group ( $n = 58$ , range = 26–52 months,  $M = 40$  months) and an older group ( $n = 20$ , range = 52–64 months,  $M = 58$  months). Testing sessions were videotaped and coded frame-by-frame for where children looked during each set-up and test trial; after the double-page became visible, looking at each photo was coded for a *response period* of 8 s (set-up trials) or 4 s (test trial). All test trials were coded by a second, naive coder who agreed on 95 per cent of coded video frames.

During the set-up trials (figure 2), children easily followed the story, looking reliably longer at the matching picture across trials: Salar,  $t_{24} = 9.63$ ,  $p < 0.001$ ; Shuar/Colono-young,  $t_{57} = 16.06$ ,  $p < 0.001$ ; Shuar/Colono-old,  $t_{19} = 9.82$ ,  $p < 0.001$ ; and Yasawan,  $t_{10} = 4.67$ ,  $p = 0.001$  (all tests two-tailed). During the test trial, in all populations, children looked reliably longer at the initial-location picture: Salar,  $t_{24} = 2.59$ ,  $p = 0.016$ ; Shuar/Colono-young,  $t_{57} = 3.16$ ,  $p = 0.003$ ; Shuar/Colono-old,  $t_{19} = 2.36$ ,  $p = 0.029$ ; and Yasawan,  $t_{10} = 2.26$ ,  $p = 0.047$  (for additional



**Figure 2.** Verbal preferential-looking false-belief task. (a) Set-up trials (striped bars represent matching picture and unstriped bars represent non-matching picture) and (b) test trial (striped bars represent initial-location picture and unstriped bars represent current-location picture). Bars show mean looking times, error bars show standard errors of the mean, and asterisks denote significant differences between two bars ( $p < 0.05$ , two-tailed).

tests, see the electronic supplementary material, §3). No effects of age were found. These results suggest that, like the Western children, the non-Western children understood that C1 held a false belief and expected her to search for the object in its initial location.

### (b) Verbal anticipatory-looking task

In the verbal anticipatory-looking task [21], adapted from prior research [39], children interacted sequentially with two experimenters, E1 and E2. E1 stood across from the child at a table in a testing room; on the table were two containers, with a pair of scissors hidden in one of them (target container). E1 introduced a sheet of stickers and asked the child to choose one. E1 then said she would need her scissors to cut out the sticker; she opened the non-target container, showed the child it was empty, then opened the target container and retrieved her scissors. After cutting out the sticker, E1 asked the child to select a second sticker. Before she could cut it out, E2 arrived, announced that someone

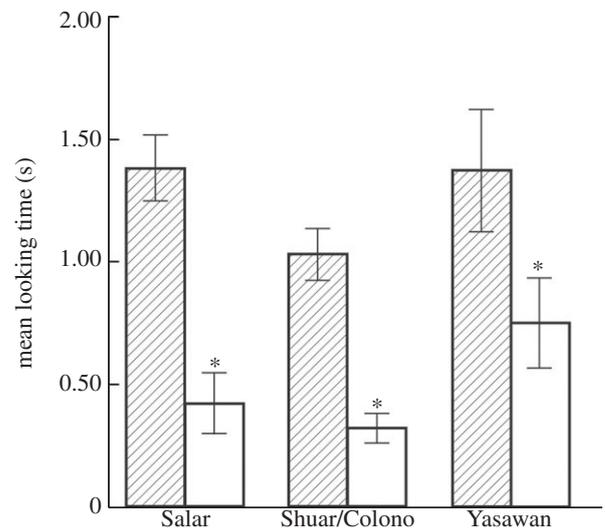
was looking for E1, and stepped out of the room. E1 then replaced her scissors in the target container, told the child she would cut out the sticker when she returned, and, as she was leaving, asked E2 to remain with the child. E2 took E1's place across the table, opened the non-target and target containers in turn, discovered the scissors, and placed them in her pocket. Next, E2 looked away from the child, assumed a thoughtful pose, and uttered the self-addressed anticipatory prompt, 'When [E1's name] comes back, she is going to need her scissors again...where will she think they are?' During the following *response period*, E2 paused for several seconds, repeated the prompt, and then paused again while maintaining her thoughtful pose. If children represented E1's false belief, they should expect her to look for her scissors in the target container. In the original Western sample, children looked reliably longer at the target than at the non-target container (this did not occur when E1 saw E2 place the scissors in her pocket before E1 left the room).

Children were tested in Salar ( $n = 13$ , range = 29–51 months,  $M = 39$  months), Shuar/Colono ( $n = 29$ , range = 29–52 months,  $M = 40$  months), and Yasawan ( $n = 7$ , range = 30–43 months,  $M = 36$  months) communities. Testing sessions were videotaped and coded frame-by-frame for where children looked during the response period. All response periods were coded by a second, naive coder who agreed on 93 per cent of coded video frames.

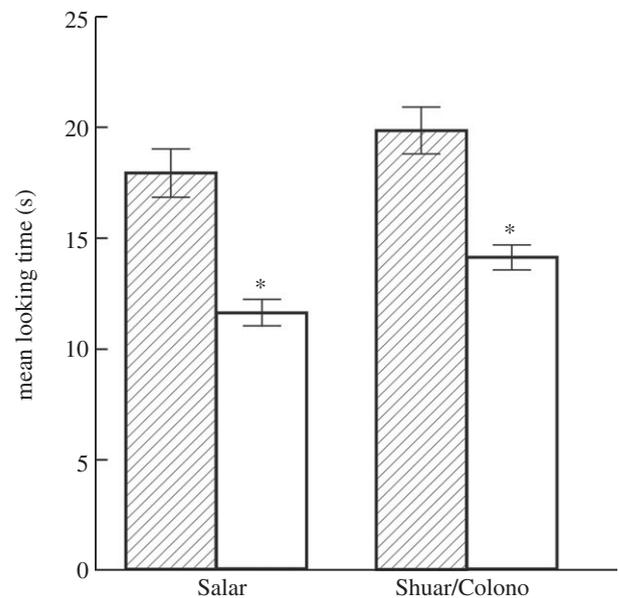
One-sample  $t$ -tests against chance (0) were used to evaluate target advantage (looking time at target minus non-target container). Children in all three populations looked reliably longer at the target container during the response period (figure 3): Salar,  $t_{12} = 2.94$ ,  $p = 0.012$ ; Shuar/Colono,  $t_{28} = 3.27$ ,  $p = 0.003$ ; and Yasawan,  $t_6 = 2.85$ ,  $p = 0.029$ . No effects of age were found. These results suggest that, like the Western children, the non-Western children understood that E1 would hold a false belief and anticipated that she would look for her scissors in the target container.

### (c) Non-verbal violation-of-expectation task

The non-verbal violation-of-expectation task [25] exploited infants' well-established tendency to look longer at events that violate, as opposed to confirm, their expectations; it also capitalized on the fact that infants generally expect similar, but not dissimilar, objects to share non-obvious properties [40]. Children watched live events involving two experimenters, E1 and E2. To start, E2 was absent from the testing room; E1 sat on one side of a table, and in front of her was a bright-coloured object (E1's object). At the back of the table, across from the child, were two additional objects: one that was identical to E1's object (identical object) and one that differed in pattern and colour (different object). E1 first shook her object, demonstrating that it rattled. Next, she shook the different object, which also rattled, and then she shook the identical object, which made no noise. E1 repeated this sequence several times, shaking all three objects in turn, to help children learn the objects' properties. Next, E2 arrived and sat across from the child, behind the identical and different objects. E1 turned to E2, said, 'Look!', and shook her object, demonstrating that it rattled. E1 then asked E2, 'Can you do it?'. E2 grasped either the identical (identical-object event) or the different (different-object event) object and paused; children watched this *paused scene* until they



**Figure 3.** Verbal anticipatory-looking false-belief task. Bars show mean looking times, error bars show standard errors of the mean, and asterisks denote significant differences between two bars ( $p < 0.05$ , two-tailed). Striped bars represent target container and unstriped bars represent non-target container.



**Figure 4.** Non-verbal violation-of-expectation false-belief task. Bars show mean looking times, error bars show standard errors of the mean, and asterisks denote significant differences between two bars ( $p < 0.05$ , two-tailed). Striped bars represent different-object event and unstriped bars represent identical-object event.

looked away and the testing session ended. If children attributed to E2 the false belief that the identical object would rattle (because perceptually identical objects typically share non-obvious properties), they should expect her to reach for the identical object. In the Western sample, children looked reliably longer at the paused scene if shown the different-object event as opposed to the identical-object event (this effect reversed when E2 was present throughout the testing session and thus knew which objects rattled).

Children were tested in Salar ( $n = 19$ , range = 16–30 months,  $M = 23$  months) and Shuar/Colono ( $n = 19$ , range = 17–30 months,  $M = 22$  months) communities (tests in Fiji produced no usable data, see the electronic supplementary material, §5). Testing sessions were videotaped and coded

frame-by-frame for how long children looked at the paused scene. All paused scenes were coded by a second, naive coder who agreed on 94 per cent of coded video frames.

In both populations (figure 4), children looked reliably longer at the paused scene if shown the different-object event, as opposed to the identical-object event: Salar  $t_{17} = 2.25$ ,  $p = 0.038$ ; and Shuar/Colono  $t_{17} = 2.13$ ,  $p = 0.048$ . No effects of age were found. These results suggest that, like the Western children, the non-Western children expected E2 to hold a false belief about the identical object's properties.

### 3. Conclusions

In summary, young children from three diverse, traditional, non-Western societies (Salar, Shuar/Colono, and Yasawan) were tested with three spontaneous-response false-belief tasks that had previously yielded positive results with Western children [21,22,25]. These tasks differed in several respects: two were verbal and one was largely non-verbal; two tapped a false belief about an object's location and one tapped a false belief about an object's non-obvious properties; two used live events and one used a picture-book story; and each of the three used a different looking measure. The performance of the non-Western children was comparable with that of Western children: across tasks, 1- to 4-year-olds gave reliable evidence that they could represent others' false beliefs, pointing to a remarkable degree of convergence between early false-belief

understanding in Western and non-Western populations. These findings cast doubt on the long-standing view that false-belief understanding is not achieved until ages 4 to 7, and provide strong evidence that such understanding emerges early in development, as part of an evolutionary adaptation for psychological reasoning.

Our results also pave the way for further developmental cross-cultural research. Given the sensitive nature of looking-time measures, it was unclear at the outset whether they could be used in extremely challenging field conditions. These subtle measures might easily have been swamped by the sheer novelty of the testing procedure or by the many factors competing for children's attention in field conditions. Our study demonstrates that the barriers to using such experimental paradigms in traditional societies can be overcome, promising richer data on human universals than have hitherto been available.

The study was approved by the institutional review boards of the institutions participating in the research: Emory University, the University of Illinois, Sun Yat-sen University, and UCLA.

Financial support for this research was provided by a grant from the UK's Arts and Humanities Research Council (for the AHRC Culture and the Mind project), the Hang Seng Centre for Cognitive Studies, University of Sheffield, and the National Natural Science Foundation of China (grant 31200763 to Z.H.). Thanks to all of our participants, to those who made our research possible at our field sites, and those who helped code our data.

### References

- Dally JM, Emery NJ, Clayton NS. 2006 Food-caching western scrub-jays keep track of who was watching when. *Science* **312**, 1662–1665. (doi:10.1126/science.1126539)
- Call J, Tomasello M. 2008 Does the chimpanzee have a theory of mind? 30 years later. *Trends Cogn. Sci.* **12**, 187–192. (doi:10.1016/j.tics.2008.02.010)
- Martcorena DCW, Ruiz AM, Mukerji C, Goddu A, Santos LR. 2011 Monkeys represent others' knowledge but not their beliefs. *Dev. Sci.* **14**, 1406–1416. (doi:10.1111/j.1467-7687.2011.01085.x)
- Baillargeon R, He Z, Setoh P, Scott RM, Sloane S, Yang Y. In press. False-belief understanding and why it matters: the social-acting hypothesis. In *Navigating the social world: what infants, children, and other species can teach us* (eds MR Banaji, S Gelman). New York, NY: Oxford University Press.
- Sperber D, Wilson D. 1995 *Relevance: communication and cognition*, 2nd edn. Oxford, UK: Blackwell.
- Herrmann E, Call J, Hernández-Lloreda MV, Hare B, Tomasello M. 2007 Humans have evolved specialized skills of social cognition: the cultural intelligence hypothesis. *Science* **317**, 1360–1366. (doi:10.1126/science.1146282)
- Csibra G, Gergely G. 2009 Natural pedagogy. *Trends Cogn. Sci.* **13**, 148–153. (doi:10.1016/j.tics.2009.01.005)
- Wimmer H, Perner J. 1983 Beliefs about beliefs: representation and constraining function of wrong beliefs in young children's understanding of deception. *Cognition* **13**, 103–128. (doi:10.1016/0010-0277(83)90004-5)
- Baron-Cohen S, Leslie AM, Frith U. 1985 Does the autistic child have a 'theory of mind'? *Cognition* **21**, 37–46. (doi:10.1016/0010-0277(85)90022-8)
- Gopnik A, Astington JW. 1988 Children's understanding of representational change and its relation to the understanding of false belief and the appearance–reality distinction. *Child Dev.* **59**, 26–37. (doi:10.2307/1130386)
- Perner J, Leekam SR, Wimmer H. 1987 Three-year-olds' difficulty with false belief: the case for a conceptual deficit. *Br. J. Dev. Psychol.* **5**, 125–137. (doi:10.1111/j.2044-835X.1987.tb01048.x)
- Wellman HM, Bartsch K. 1988 Young children's reasoning about beliefs. *Cognition* **30**, 239–277. (doi:10.1016/0010-0277(88)90021-2)
- Wellman HM, Cross D, Watson J. 2001 Meta-analysis of theory of mind development: the truth about false belief. *Child Dev.* **72**, 655–684. (doi:10.1111/1467-8624.00304)
- Callaghan TC, Rochat P, Lillard A, Clauss ML, Odden H, Itakura S, Tappanya S, Singh S. 2005 Synchrony in the onset of mental-state reasoning. *Psychol. Sci.* **16**, 378–384. (doi:10.1111/j.0956-7976.2005.01544.x)
- Liu D, Wellman HM, Tardif T, Sabbagh MA. 2008 Theory of mind development in Chinese children: a meta-analysis of false-belief understanding across cultures and languages. *Dev. Psychol.* **44**, 523–531. (doi:10.1037/0012-1649.44.2.523)
- Luhmann T. 2011 Toward an anthropological theory of mind (Overview). *Suomen Antropol. J. Finn. Anthrop. Soc.* **36**, 5–69.
- Rosen L (ed.) 1995 *Other intentions: cultural contexts and the attribution of inner states*. Santa Fe, NM: School of American Research Press.
- Robbins J, Rumsey A. 2008 Cultural and linguistic anthropology and the opacity of other minds. *Anthropol. Q.* **81**, 407–494. (doi:10.1353/anq.0.0005)
- Baillargeon R, Scott RM, He Z. 2010 False-belief understanding in infants. *Trends Cogn. Sci.* **14**, 110–118. (doi:10.1016/j.tics.2009.12.006)
- He Z, Bolz M, Baillargeon R. 2011 False-belief understanding in 2.5-year-olds: evidence from change-of-location and unexpected-contents violation-of-expectation tasks. *Dev. Sci.* **14**, 292–305.
- He Z, Bolz M, Baillargeon R. 2012 2.5-year-olds succeed at a verbal anticipatory-looking false-belief task. *Br. J. Dev. Psychol.* **30**, 14–29. (doi:10.1111/j.2044-835X.2011.02070.x)
- Scott RM, He Z, Baillargeon R, Cummins D. 2012 False-belief understanding in 2.5-year-olds: evidence from two novel verbal spontaneous-response tasks. *Dev. Sci.* **15**, 181–193. (doi:10.1111/j.1467-7687.2011.01103.x)
- Southgate V, Senju A, Csibra G. 2007 Action anticipation through attribution of false belief

- by two-year-olds. *Psychol. Sci.* **18**, 587–592. (doi:10.1111/j.1467-9280.2007.01944.x)
24. Onishi KH, Baillargeon R. 2005 Do 15-month-old infants understand false beliefs? *Science* **308**, 255–258. (doi:10.1126/science.1107621)
25. Scott RM, Baillargeon R, Song H, Leslie AM. 2010 Attributing false beliefs about non-obvious properties at 18 months. *Cogn. Psychol.* **61**, 366–395. (doi:10.1016/j.cogpsych.2010.09.001)
26. Song H, Baillargeon R. 2008 Infants' reasoning about others' false perceptions. *Dev. Psychol.* **44**, 1789–1795. (doi:10.1037/a0013774)
27. Surian L, Caldi S, Sperber D. 2007 Attribution of beliefs by 13-month-old infants. *Psychol. Sci.* **18**, 580–586. (doi:10.1111/j.1467-9280.2007.01943.x)
28. Träuble B, Marinović V, Pauen S. 2010 Early theory of mind competencies: do infants understand others' beliefs? *Infancy* **15**, 434–444. (doi:10.1111/j.1532-7078.2009.00025.x)
29. ÁM Kovács, Téglás E, Endress AD. 2010 The social sense: susceptibility to others' beliefs in human infants and adults. *Science* **330**, 1830–1834. (doi:10.1126/science.1190792)
30. Luo Y. 2011 Do 10-month-old infants understand others' false beliefs? *Cognition* **121**, 289–298. (doi:10.1016/j.cognition.2011.07.011)
31. Scott RM, Baillargeon R. 2009 Which penguin is this? Attributing false beliefs about identity at 18 months. *Child Dev.* **80**, 1172–1196. (doi:10.1111/j.1467-8624.2009.01324.x)
32. Leslie AM. 1994 Pretending and believing: issues in the theory of ToMM. *Cognition* **50**, 211–238. (doi:10.1016/0010-0277(94)90029-9)
33. Leslie AM, Polizzi P. 1998 Inhibitory processing in the false belief task: two conjectures. *Dev. Sci.* **1**, 247–253. (doi:10.1111/1467-7687.00038)
34. Perner J, Roessler J. 2012 From infants' to children's appreciation of belief. *Trends Cogn. Sci.* **16**, 519–525. (doi:10.1016/j.tics.2012.08.004)
35. Perner J, Ruffman T. 2005 Infants' insight into the mind: How deep? *Science* **308**, 214–216. (doi:10.1126/science.1111656)
36. Wellman HM. 2011 Developing a theory of mind. In *The Wiley–Blackwell handbook of childhood cognitive development* (ed. U Goswami), pp. 258–284, 2nd edn. Oxford, UK: Wiley-Blackwell.
37. Henrich J, Heine S, Norenzayan A. 2010 The weirdest people in the world? *Behav. Brain Sci.* **33**, 1–75. (doi:10.1017/S0140525X09991105)
38. Tanenhaus MK, Spivey-Knowlton MJ, Eberhard KM, Sedivy JC. 1995 Integration of visual and linguistic information in spoken language comprehension. *Science* **268**, 1632–1634. (doi:10.1126/science.7777863)
39. Ruffman T, Garnham W, Import A, Connolly D. 2001 Does eye gaze indicate implicit knowledge of false belief? Charting transitions in knowledge. *J. Exp. Child Psychol.* **80**, 201–224. (doi:10.1006/jecp.2001.2633)
40. Baldwin DA, Markman EM, Melartin RL. 1993 Infants' ability to draw inferences about non-obvious object properties: evidence from exploratory play. *Child Dev.* **64**, 711–728. (doi:10.2307/1131213)